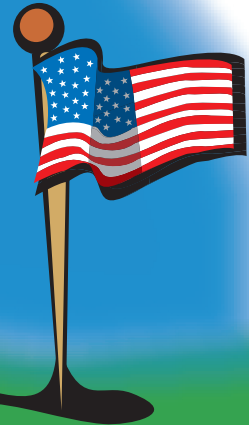


Army School Liaison Officer (SLO) Handbook



Version 2.0

ACKNOWLEDGEMENTS

The School Liaison Officer (SLO) Handbook, Version 2.0, outlines the role of the School Liaison Officer (SLO) and the responsibilities of the School Liaison Services (SLS) Program, a component of Army Child and Youth Services (CYS). The changes herein reflect the operating framework established by the CYS Directorate, U. S. Army Community and Family Support Center (CFSC), the Department of The Army proponent for SLS. The core content is based on contributions from the following individuals:

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FOREWORD

Our military children are important to America's future. Promoting academic success is vital to helping our children become well-educated and productive citizens.

The Army is committed to easing the education transitions experienced by mobile military children and youth by addressing barriers and education concerns resulting from the military lifestyle. These actions include:

- Commissioning the United States Army Secondary Education Transition Study (SETS) to examine the impact of mobility on high school transitions and to identify strategies to improve transitions. This study has resulted in a Memorandum of Agreement (MOA) among school systems serving military children and collaborations between schools and installations to address transition issues.
- Adding schools to the installation in- and out-processing checklist of Army personnel. This helps soldiers with school-age children and youth acquire information and connect to appropriate individuals on school-related matters.
- Establishing a Department of The Army procedure that allows for the stabilization of tours for soldiers with high school family members.

However, more is required to meet the needs of our children and youth. The Army has designated you, the School Liaison Officer (SLO), as the "point person" for

- Facilitating the delivery of quality school transition and education support services.
- Helping parents ease the impact of the mobile military lifestyle on the academic success of military children and youth.

This School Liaison Officer (SLO) Handbook, Version 2, is one of the many resources available to School Liaison Officers (SLOs). Use this handbook as you work with parents, schools, command, and the community on education issues. Your efforts make a difference in the lives of our children and America's future.

SCHOOL LIAISON OFFICER (SLO) HANDBOOK

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	i
FOREWORD.....	ii
CHAPTER I: INTRODUCTION TO THE SCHOOL LIAISON OFFICER (SLO) HANDBOOK	I-1
Purpose of the Handbook	I-1
Goals of the Handbook.....	I-1
Organization of the Handbook	I-2
Sources Used for this Handbook	I-3
CHAPTER II: ORIENTATION TO THE SCHOOL LIAISON OFFICER (SLO) POSITION	II-1
History of the School Liaison Officer (SLO) Position.....	II-2
School Liaison Officer (SLO) Position within Child and Youth Services (CYS) Organizational Structure.....	II-4
Vision, Mission, and Goals of School Liaison Services (SLS).....	II-6
How School Liaison Officer (SLO) Circumstances Differ.....	II-7
Issues School Liaison Officers (SLOs) Can Expect to Encounter	II-8
Operating Principles for School Liaison Services (SLS)	II-9
Why the School Liaison Officer (SLO) is Important to Military Families	II-9
CHAPTER III: ROLES AND RESPONSIBILITIES OF THE SCHOOL LIAISON OFFICER (SLO)	III-1
Overview of School Liaison Officer (SLO) Responsibilities	III-1
Impact of Chain of Command on School Liaison Officer (SLO) Responsibilities .	III-2
School Liaison Officer (SLO) Roles and Responsibilities by Stakeholder Group .	III-3
Informing and Advising Command.....	III-4
Strategies for Working Effectively with Command.....	III-7
Informing and Assisting Military Families with School and Transition Issues ...	III-8
Prior to Arrival	III-10
Upon Arrival.....	III-12



While Stationed at Your Installation	III-15
When Preparing to Depart	III-16
Strategies for Effectively Assisting Families	III-21
Interfacing, Educating, and Coordinating with Local School Systems	III-23
Educating and Informing School Personnel	III-23
Coordinating and Collaborating with Schools	III-26
Strategies for Working Effectively with Schools	III-30
Forging Partnerships Between the Military Community, Civilian Community, and Schools	III-31
Army Partnerships in Education (PIE)	III-32
Working with Internal and External Partners	III-34
Strategies for Success	III-37
Building Your Military Community Network	III-38
Building Your School Network	III-39
Gaining Support from the Community	III-40
Marketing	III-40
Maintaining Key Reference and Resource Materials	III-44
Ongoing Professional Development	III-44
Establishing and Sustaining Successful Partnerships	III-45
Accomplishing the School Liaison Officer (SLO) Mission	III-47
CHAPTER IV: GETTING STARTED AS A SCHOOL LIAISON OFFICER (SLO).	IV-1
Log on to Army Child and Youth Services (CYS) Web Sites	IV-3
Register for School Liaison Services/ Youth Education Support Services (SLS/YESS) Forum	IV-3
Become Familiar with Army Guidance and Policies Related to School Liaison Officer (SLO) Role	IV-4
Learn about Child and Youth Services (CYS) Organization, Programs, and Regulations	IV-5



Talk with Other Child and Youth Services (CYS) Staff about What They Do and What School Liaison Officer (SLO) Does	IV-5
Establish Child and Youth Services (CYS) Coordinator Expectations	IV-5
Establish Leadership Expectations.....	IV-5
Gather Information about Military Children and Local Schools	IV-6
Learn: Key School Policies and Terminology	IV-7
Basic Military Organization/Customs/Terminology.....	IV-7
Local School and Home Schooling Issues.....	IV-7
School Organizational Structures	IV-8
Visit and Tour Schools/Meet School Personnel	IV-8
Build and Maintain a Local School Liaison Services (SLS) Web Site	IV-8
Find a Mentor and School Liaison Officer (SLO) Peer Supporter	IV-9
CHAPTER V: CONTACTS AND RESOURCES.....	V-1
Key Contacts.....	V-1
Installation Contacts	V-1
School Contacts	V-4
Civilian Contacts	V-6
Key Resources.....	V-7
Resource Directories	V-7
Legislation, Regulations, and Policy Documents	V-8
Other Resource Materials	V-12
Key Web Sites	V-13
CHAPTER VI: SELF-ASSESSMENT.....	VI-1
How Am I Doing?	VI-1
What Do I Do Next?	VI-4
INDEX	VII-1

I. INTRODUCTION TO THE SCHOOL LIAISON OFFICER (SLO) HANDBOOK



This handbook is for School Liaison Officers (SLOs). It presents information and guidance that will enable you to carry out the duties of the School Liaison Officer (SLO). More specific information about the handbook is provided in the following sections:

- Purpose of handbook
- Goals of handbook
- Organization of handbook
- Sources used for this handbook

Purpose of the Handbook

The guidance herein replaces the 1999 School Liaison Officer (SLO) Guidebook and serves as operating guidance to effectively implement School Liaison Services (SLS) on Army installations. This handbook, like the 1999 edition, spells out the dos and don'ts of School Liaison Officers (SLOs) and shares information and ideas about recommended practices. In addition, this handbook describes how School Liaison Officers (SLOs) can work with other Child and Youth Services (CYS) staff and other partners to leverage the resources and assistance needed to support the efforts of School Liaison Officers (SLOs).

Differences in local demographics, installation mission, and community characteristics will significantly impact how School Liaison Officers (SLOs) function. This handbook is designed to get you started on the right foot, inform you of the baseline services that all School Liaison Officers (SLOs) are expected to deliver, and ensure consistency and predictability in SLS offered at installations Army-wide.

Goals of the Handbook

This handbook is intended to assist School Liaison Officers (SLOs) by:

- Outlining operating guidance for SLS.
- Defining roles and responsibilities.
- Identifying ways to be effective.
- Providing key information.
- Establishing critical steps for getting started in the position.



Armed with this knowledge, you, the School Liaison Officer (SLO), will have an understanding of how to work in your community. You are not alone, and this handbook reflects the concerns, challenges, and strategies identified by your fellow School Liaison Officers (SLOs). Individuals and resources that can help you are included. Use this handbook to operationalize your School Liaison Services (SLS) program.

Organization of the Handbook

This handbook is written for ALL School Liaison Officers (SLOs). Since there are varying levels of experiences among School Liaison Officers (SLOs), this handbook is organized so that topics and issues of personal interest can be quickly located and read. The handbook is organized as follows:

- Chapter 2 provides the “big picture,” past and present.
- Chapter 3 discusses the roles and responsibilities of the School Liaison Officer (SLO) and identifies effective strategies and ways to provide SLS when working with different stakeholder groups.
- Chapter 4 is targeted to new School Liaison Officers (SLOs) and identifies important ways to prepare for the role.
- Chapter 5 provides a list of important resources and contacts.
- Chapter 6 offers a tool that can be used to monitor and evaluate your own efforts.
- The index identifies the pages and sections in which baseline SLS are discussed.

In this handbook, a number of resources and tools that can assist School Liaison Officers (SLOs) are identified. You will need to obtain these documents and create your own Reference Book. A cover and spine are provided in the slip pocket of this handbook for this purpose.



Sources Used for this Handbook

This handbook has been prepared under the auspices of the Child and Youth Services (CYS) Directorate, U.S. Army Community and Family Support Center (CFSC). The content presented in this handbook is based on:

- School Liaison Officers (SLOs) Conference Working group, 1998
- School Liaison Officer (SLO) Activities Worksheet, 1998
- Interviews with School Liaison Officers (SLOs), school representatives, garrison commanders, Directors of Community Activities (DCA), and unit Adopt-A-School representatives, 1999
- Findings and recommendations from the U.S. Army Secondary Education Transition Study (SETS)
- Headquarters Department of The Army (HQDA) School Liaison Services/Youth Education Support Services (SLS/YESS) personnel subject matter expertise
- Partnerships in Education (PIE) Handbook: The Army Model (to be released in 2003)

A list of the individuals who contributed to this handbook appears in the Acknowledgements.

II. ORIENTATION TO THE SCHOOL LIAISON OFFICER (SLO) POSITION



Whether having served as a School Liaison Officer (SLO) for a short time or a long time, individuals periodically question their roles and responsibilities. Those of you who are new School Liaison Officers (SLOs) are most likely to be wondering about the expectations of the position. This chapter describes facets of the environment in which the School Liaison Officer (SLO) operates. These facets include:

- History of the School Liaison Officer (SLO) Position
- School Liaison Officer (SLO) Position within Child and Youth Services (CYS) Organizational Structure
- Vision, Mission, and Goals of School Liaison Services (SLS)
- How School Liaison Officer (SLO) Circumstances Differ
- Issues School Liaison Officers (SLOs) Can Expect to Encounter

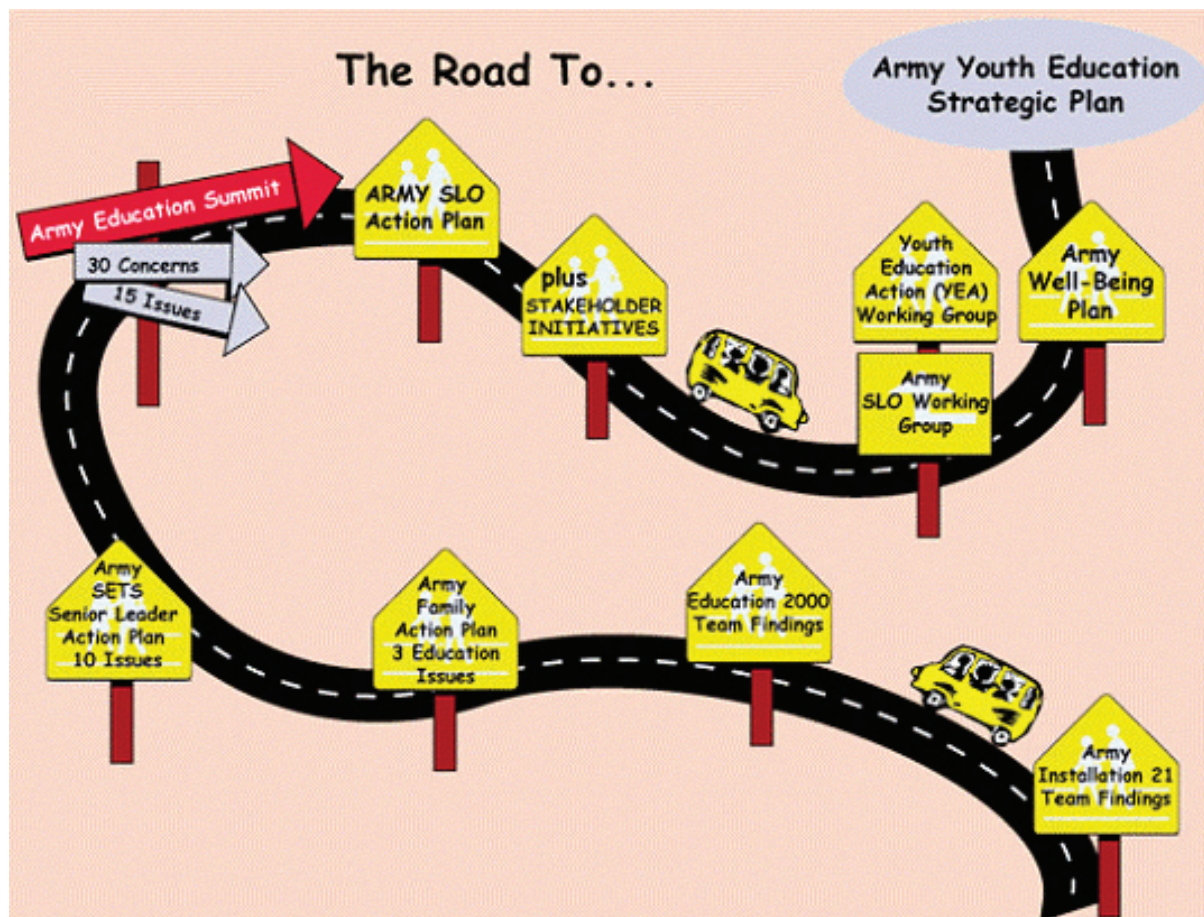
Chapter III concludes with:

- Operating Principles for School Liaison Services (SLS)
- Why the School Liaison Officer (SLO) Is Important to Military Families



History of the School Liaison Officer (SLO) Position

The School Liaison Officer (SLO) position has existed for many years. The position was originally created to support the Adopt-A-School program. Recently, the nature of the School Liaison Officer's (SLO's) duties has changed along with increased support for this position largely due to the following events:





- **Installation 21 and Education 2000 Team, 1995-1998.** Information gathered during these visits indicated the need to focus on education issues.
- **Army Family Action Plan (AFAP).** Through the AFAP process, three education issues were identified as issues the Army needs to resolve: Impact Aid to schools (issue 379), education transition assistance for K-12 military family members (issue 453), and graduation requirements for transitioning high school family members (issue 456).
- **School Liaison Officer (SLO) Conference, 1998.** Signaled the Army's interest in and support for the School Liaison Officer (SLO) mission.
- **Program Objective Maintenance (POM) Funding.** Inclusion of the School Liaison Officer (SLO) position in POM funding, beginning Fiscal Year (FY) 99, recognized the School Liaison Officer (SLO) as an official Army position/mission and its importance to the Well-Being of Army families.
- **Army Education Summit 2000.** Hosted by the Army leadership, this summit identified the top education issues of concern to military families, which included the need for and importance of the School Liaison Officer (SLO) and the need to address school transition issues.
- **Child and Youth Services (CYS) Organizational Structure Memorandum, July 2000.** This memorandum announced the alignment of youth education outreach initiatives (including school liaison function) as a core mission of Child and Youth Services (CYS).
- **Youth Education Action (YEA) Working Group, 2000.** One of the outcomes of the Education Summit 2000 was the formation of the YEA working group to monitor and track the resolution of Army Education Summit issues.
- **School Liaison Officer (SLO) Working Group, 2000.** This working group was formed to "operationalize" School Liaison Services (SLS).
- **U.S. Army Secondary Education Transition Study (SETS), 2001.** This study provided quantitative data on the impact of and issues associated with school transitions and made recommendations that School Liaison Officers (SLOs) can implement because of their unique position within the military community and liaison role to schools and the civilian community.

For more detailed information, see the CYS Web site at www.armycys.army.mil



School Liaison Officer (SLO) Position within Child and Youth Services (CYS) Organizational Structure

As with any job, it is essential that you understand your parent organizational structure and the School Liaison Officers (SLOs) parent organization is CYS. The CYS system is composed of: Child Development Services (CDS), School-Age Services (SAS), Youth Services (YS), and CYS Liaison, Education, and Outreach Services (CLEOS).

Within CLEOS, there are two Programs—Youth Education Support Services (YESS) and Outreach Services (OS). School Liaison Services (SLS) is one of three program elements within YESS. The baseline services within SLS are:

- School Transition Support Services
- Partnerships in Education (PIE) Initiatives
- Installation/School Communications
- Home School Linkage/Support
- Post-Secondary Preparation Opportunities

In this structure, SLS is integrated with existing and new CYS services under the leadership of the CYS Coordinator. This organizational structure creates a seamless delivery of services by having one proponent, the CYS Coordinator, oversee all of the services for children and youth. Additionally, this structure allows for expansion and refocus of CYS services to better respond to the challenges and needs of military children and youth and to better garner broad-based community involvement in CYS programs and youth education initiatives. (For more detailed information about CYS, see Chapter IV, **Getting Started**.) The functional organizational structure of CYS is provided in the table on the next page.



ARMY CHILD AND YOUTH SERVICES (CYS): FUNCTIONAL ORGANIZATIONAL STRUCTURE

Child Development Services (CDS)	<ul style="list-style-type: none">✓ <u>Child Development Centers</u> – child care services offered in CDC facility for children 0-5 years of age.✓ <u>Family Child Care Homes</u> – child care services offered in a home setting by certified provider (on or off post)	
School-Age Services (SAS)	<ul style="list-style-type: none">✓ <u>School-Age Centers</u> – Activities and safe environment for children 6-10 years of age, including before- and after-school programs✓ <u>School Sites</u> – Before- and after- school activities in local schools✓ <u>Camps</u>—Summer and school break activities/programs	
Youth Services (YS)	<ul style="list-style-type: none">✓ <u>Youth Centers/Teen Centers</u> – A variety of activities for middle school youth and teens that includes arts, recreation and leisure activities; life skills, citizenship and leadership opportunities; and mentoring, intervention and education support services✓ <u>Sports, Fitness, and Facilities/Fields</u> – Individual and team sports, fitness, and health education activities	
Liaison, Education & Outreach Services (CLEOS)	While some direct services are provided under CLEOS, many of the services are support functions to enhance the CYS services listed above.	
	Youth Education Support Services (YESS) Program	<ul style="list-style-type: none">✓ <u>CYS School Liaison Services</u> – School Transition Support Services, Partnerships in Education (PIE) Initiatives, Installation/School Communications, Home School Linkages, Post Secondary Preparation Opportunities✓ <u>CYS Youth Education Liaison Services</u> – Youth Sponsorship Program, School-Age and Youth Computer Labs/ Homework Center Linkages, CYS Home School Support, Secondary Education Transition Study (SETS) MOA Initiatives✓ <u>CYS Instructional Programs</u> – School of Arts (e.g., Music, Dance, Cinematography); School of Sports (e.g., Gymnastics, “Learn to Swim”, Martial Arts); School of Life Skills (e.g., Drivers Education, Home Alone Classes); School of Academic Skills (e.g. SAT Preparation, Transition Workshops)
	Outreach Services (OS) Program	<ul style="list-style-type: none">✓ <u>CYS Parent Liaison Services</u> – Parent Advisory Council, Parent Education, Special Needs Resource Team, Parent Involvement Opportunities✓ <u>CYS Community Liaison Services</u> – Child & Youth Action Councils, Boys & Girls Clubs Partnerships, Chaplains, 4-H Clubs/County Extension , Family Advocacy Child and Youth Safety, ACS Relocation Grants, MWR Enrichment Programs/CYS Spaces, Unit Sponsorship✓ <u>CYS Liaison Services</u> – CYS Central Registration and Referral, In- and Out- Processing, CYS 5-Year Plan, ICYET Process, MAC Plan, Special Events, CYS Promotional Tools✓ <u>CYS Outreach Care & Supervision Options</u> – Baby Sitter Training, Special Interest Care Programs, Headstart, Contracted Child Spaces in Off Post Programs, Mobile CYS Programs (e.g., STACC, VCCUS, Playgroups, Community Playgrounds, Outreach Programs)

The actual staffing for Youth Education Support Services (YESS) will vary across installations depending upon the size of the Child and Youth Services (CYS) system. As a result, the individual responsible for School Liaison Services (SLS) may have this as his/her only duty or, at small installations, the individual may be dual or multi-hatted with one or more YESS program components, e.g., School Liaison Officer/Youth Education Liaison Officer (SLO/YELO). Regardless, this handbook focuses solely on SLS and functions of the School Liaison Officer (SLO).



Vision, Mission, and Goals of School Liaison Services (SLS)

With the Army (and Department of Defense) committed to addressing school and transition issues of the mobile military child, the Army has tasked the School Liaison Officer (SLO) to manage, coordinate, and facilitate education support services that maximize the opportunity for academic success for military children. This is an awesome expectation, but the good news is you are not “the lone ranger.” There is a plethora of resources (personnel expertise) within Child and Youth Services (CYS), your installation, and the community to help you get the job done. To guide your efforts, the Army has established the following vision, mission, and goals for SLS.

Vision

“Leveling the playing field” for transitioning military children and youth

Mission

CYS Mission

To enhance readiness and well-being by reducing the conflict between mission and parental responsibilities

The SLS mission supports the CYS mission by:

- ◆ Mobilizing and using community resources to reduce the impact of the mobile military lifestyle on military children/youth.
- ◆ Implementing predictable support services that assist children/youth with relocations, life transitions, and achieving academic success.
- ◆ Providing **A-C-C-E-S-S** for parents, children/youth, schools, commanders, and communities to a wide range of resources that facilitate school transitions.

Goals

- ◆ Identify barriers to the academic success and smooth transition of Army children/youth and develop solutions to barriers.
- ◆ Promote parent and community involvement in youth education.
- ◆ Develop and coordinate Partnerships in Education (PIE) initiatives.
- ◆ Provide Army parents the tools to overcome obstacles to academic success that children, encounter as a result of the military lifestyle.
- ◆ Educate local schools and communities about the needs of military children/youth and the military lifestyle.



How School Liaison Officer (SLO) Circumstances Differ

While all School Liaison Officers (SLOs) are committed to improving school experiences for military children, the circumstances under which School Liaison Officers (SLOs) function vary. Collectively, School Liaison Officers (SLOs) have different backgrounds, work in different environments and with different sized and types of populations. Some of the specific ways in which you may be similar to, or different from, other School Liaison Officers (SLOs) are addressed below.

Background and experience. Each individual brings different skills and experience to the School Liaison Officer (SLO) position, such as:

- Degree of affiliation/knowledge of the military.
- Association with military.
- Length of time in position.
- Level of experience or training in education and program management.
- Amount of experience in community relations.

Work environment. School Liaison Officers (SLOs) are located at installations with different organizational environments, which means that:

- School Liaison Officers (SLOs) may report to the Child and Youth Services (CYS) Coordinator, Director of Community Activities (DCA), Garrison Commander, or a different chain of command.
- School Liaison Officers (SLOs) may have other duties and responsibilities within the Youth Education Support Services (YESS) program.
- Access to command varies depending upon local protocol.
- Installations with high operational tempo (OPTEMPO) will have different types of transition issues than a medical or training installation.
- Collaborative efforts may be more complex when servicing military youth in a metropolitan area versus rural area.

Population size and characteristics. The populations that School Liaison Officers (SLOs) work with can differ in a number of important ways:

- Number of military families with children/youth, including dual-military couples, single parents, Department of Defense (DoD) civilian personnel, other Services, and Reserve and National Guard components.



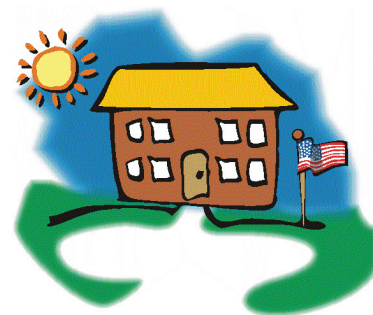
- Geographical location of populations served (active duty and Reserve).
- Number of families with special needs child/youth (referred to as “Exceptional Family Member” or “EFM families”).
- Number of school children/youth.
- Percentage of military school children/youth living on the installation.
- Size of the civilian school system (number of schools and school districts).
- Number of public schools located on post.
- Types of school systems, e.g. public, DoD Dependent Schools (DoDDS), DoD Elementary and Secondary Schools (DDESS), private, charter.
- Number of children/youth home schooled.

Collectively, these factors help School Liaison Officers (SLOs) focus their efforts and identify the needs of the community, and become the basis of the School Liaison Services (SLS) Action Plan. This information should be included in the Installation Child and Youth Services 5-Year Plan.

Issues School Liaison Officers (SLOs) Can Expect to Encounter

School Liaison Officers (SLOs) can expect to encounter a diverse range of issues concerning schools and the education of military children/youth. Many, but not all of these issues, will be related to:

- Military lifestyle, e.g., impact of deployment on children/youth, school transitions related to relocation.
- Regulations and legislation, e.g., school redistricting, testing and graduation requirements, curriculum, Impact Aid, Federal School Lunch Program, Residential Communities Initiative (RCI).
- School and community issues, e.g., youth violence, gangs, drugs, discipline, local politics, school security, public school construction on military installations, curriculum and curriculum standards, teachers’ performance, transition, Emergency Contingency Conditions (ECC).
- School support, e.g., school transportation, special education programs, use of installation facilities, contact with families.
- Family support, e.g., relocation, conflicts with school policy or personnel, special needs issues, home schooling, misinformation and preconceived ideas about schools.





To address these issues will require two decisions: (1) Do you get involved? and (2) If yes, what can you do directly or indirectly to address the issue? In many instances, addressing an issue may require you to work with a variety of individuals, agencies, and systems. (See Chapter III, **Roles and Responsibilities**)

Operating Principles for School Liaison Services (SLS)

The operating principles for Child and Youth Services (CYS) SLS are:

- SLS is a core mission and integral component of the CYS System and Youth Education Support Services (YESS) Program. YESS is the overarching framework to coordinate youth education support services for youth and parents.
- CYS has established an underlying framework for the School Liaison Officer (SLO) to provide/facilitate predictable school transition and education support services Army-wide.
- YESS/SLS staffing is based on size of CYS delivery system. School Liaison Officer (SLO) positions may be dual-hatted, where program size warrants, with a related function (e.g., Youth Education Liaison Officer).
- The School Liaison Officer (SLO) serves as the primary advisor to the commander/staff on matters relating to schools and youth education support services.
- School Liaison Officer (SLO) access to the Commander is to be determined by local protocol (in writing).
- Partnerships in Education (PIE) initiatives are a major function of the School Liaison Officer (SLO).

Why the School Liaison Officer (SLO) Is Important to Military Families

The majority of Army personnel have children. This means the majority of the Army population will encounter issues associated with child care, youth supervision and school transitions. Therefore, the extent and quality of services available to assist military parents to resolve these issues are critical to the Well-Being of military families and the Army mission. As the designated “point person,” the School Liaison Officer (SLO) is responsible for managing and coordinating education support services at the installation level. Facilitating the delivery of these services and working with command, families, schools, and communities are important ways the School Liaison Officer (SLO) promotes quality education for military children and youth.

III. ROLES AND RESPONSIBILITIES OF THE SCHOOL LIAISON OFFICER (SLO)



This chapter identifies the roles and responsibilities of the School Liaison Officer (SLO) and how School Liaison Officers (SLOs) can effectively carry out these responsibilities.

Overview of School Liaison Officer (SLO) Responsibilities

As a School Liaison Officer (SLO), you will face a range of issues concerning schools and military children's education. In most instances, it is NOT your responsibility to "fix" a problem, but to inform and link the individuals or groups that can appropriately address the issue. Thus, to facilitate solving problems and resolving issues, you will communicate and work with many groups, including command, families, schools, community, and other agencies. You will wear many hats: advisor, communicator, advocate, and coordinator. However, it is important to point out that as a School Liaison Officer (SLO), you have authority to represent command only on matters involving the school principal level and below, unless specifically authorized by your commander in your written local protocol. As a School Liaison Officer (SLO), you:

School Liaison Officer (SLO) Responsibilities

- ◆ Serve as primary advisor to Commander/command staff on matters relating to schools and School Liaison Services (SLS)
- ◆ Function as installation subject matter expert (SME) for youth education/school issues
- ◆ Manage/coordinate/implement SLS
- ◆ Inform and assist parents on youth education and school issues
- ◆ Develop solutions in partnership with local schools that ease barriers to successful education transitions for Army youth
- ◆ Collaborate with local schools, installation organizations, and community organizations to facilitate the education experience of military children and youth



Impact of Chain of Command on School Liaison Officer (SLO) Responsibilities

Child and Youth Services (CYS) Coordinator Expectations

As in any job, it is critical that you and your supervisor, the CYS Coordinator, share the same understanding of what your job involves. In some cases, individuals in your Chain of Command will take the initiative to talk with you about your job. In other cases, you may have to initiate that discussion yourself. Regardless, talk with the CYS Coordinator about:

- School Liaison Officer (SLO) role and position description.
- Services you are expected to deliver/facilitate (especially if dual or multi-hatted), work setting, caseload, and standards worksheet.
- Your respective visions for working with schools and the military and civilian communities.
- Access to command.
- Training requirements—CYS Management Individual Development Plan (IDP).

This discussion should start at time of hiring interview and/or while reviewing the position description (PD) and PD worksheet, and should continue on a regular basis.

Leadership Expectations

It is critical that you, the CYS Coordinator, and the next level in your Chain of Command, generally the Director of Community Activities (DCA), reach a mutual understanding of your job and your relationship to command. As the School Liaison Officer (SLO), you are the installation key advisor on school-related issues and you will sometimes be called upon to represent the command.

Written Local Protocol

The specifics of your role as it relates to the relationship to command should be addressed in a written protocol, prepared in concert with your Chain of Command (CYS Coordinator and DCA) and agreed upon and signed by the Garrison Commander and Installation Commander. The written protocol should outline:

- Command view on the scope of your responsibilities and priorities.
- Access to the Commander.



- Methods and frequency of contacts, e.g., whether the Commander/Chain of Command envision meeting monthly or as needed, formal briefings or informal discussions, in-progress reviews (IPRs), information papers, etc.
- Level of interface with local school systems and military and civilian community agencies, e.g., Principal versus Superintendent.
- Circumstances under which you may represent the command/Commander.

School Liaison Officer (SLO) Roles and Responsibilities by Stakeholder Group

To operationalize these responsibilities at the installation level, they are organized and discussed in this chapter according to the different stakeholder groups (command, family, school, and community) with which you will work:

- Informing and advising **command**



- Informing and assisting **military families** with school and transition issues



- Interfacing, educating, and coordinating with local **school** systems

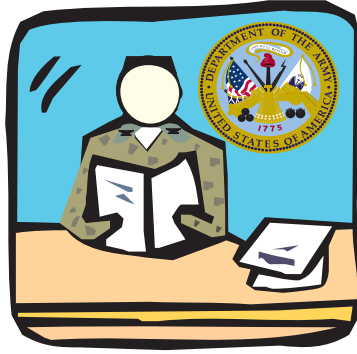


- Forging partnerships between the military community, civilian **community** and schools

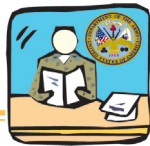


The chapter concludes with two sections that cut across all the stakeholder groups with which you will work. The sections include:

- Strategies for Success
- Accomplishing the School Liaison Officer (SLO) Mission



Informing and Advising Command



Informing and Advising Command

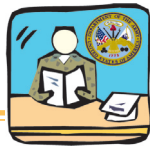
As the School Liaison Officer (SLO), you serve as the primary advisor and subject matter expert (SME) to the Commander on matters relating to schools, youth education issues, and School Liaison Services (SLS). There are issues that you will be expected to handle as an official representative of the military community with expertise in, and responsibility for, providing SLS and youth education support services. There will be some issues, however, that you do not handle—at least not alone. School transition and education support issues also may be handled by the Commander, school personnel, or some combination, depending on the nature of the issue. In all situations, it will be your responsibility to advise the Commander and/or seek Commander direction, as appropriate.



What Education-Related Issues are Command versus School Liaison Officer (SLO) Responsibility?

Command Responsibility (SLO informs command and coordinates military-school interchange)	SLO is Intermediary (SLO informs and seeks guidance from command)	SLO Responsibility (SLO informs command as needed)
<ul style="list-style-type: none"> ● School decisions that impact military families (e.g., redistricting) ● Memorandum of Agreement (MOA) with schools to address transition issues ● Security (weapon's incidents, bomb threats) ● Construction or safety issues (e.g., road signs on post) ● Residential Communities Initiative (RCI) ● Bond initiatives ● Legislation ● Impact Aid ● Policy ● Parent-school conflict (e.g., missed school appointments due to mission) 	<ul style="list-style-type: none"> ● Policy (Army, installation) ● Sexual abuse ● School violence ● Disruptive behavior in school ● School transportation 	<ul style="list-style-type: none"> ● Family support and school conflict issues (e.g., IEP) ● Relocation and military lifestyle issues ● Partnerships in Education (PIE) ● Command initiated actions (e.g., hotline, mayors town hall meeting) ● Youth education transition issues (e.g., school credit transfer, graduation requirements, school calendar, extra-curricular activities) ● Support for children of Reserve and National Guard ● School's use of post facilities ● Emergency Contingency Conditions (ECC)
Caveat: The issues identified in this chart are not an exhaustive listing of all issues a SLO will face and are presented to illustrate that the SLO's role in school matters varies. Whether the SLO will handle a specific issue in his/her community will depend on local protocol.		

Your role is to serve as a conduit of information. You gather and pass on information to command as well as pass information from command. The ways in which you can assist command and help the Army fulfill its commitment to military families and youth are described below and in the other sections of this chapter.



WAYS TO ASSIST COMMAND

Inform command on school and youth education issues.

The commander will look to you to ensure that he/she has full knowledge of youth education and transition issues and the implications for the military community. You will need to:

- ✓ Stay current on issues and have a “pulse” on youth education in the local community.
- ✓ Determine how best to inform your commander/command staff on matters relating to schools and School Liaison Services (SLS).

Obtain and report accurate and up-to-date information where command action is required.

In order for command to make informed decisions and to support you and military community-school collaborations, it is important for you to:

- ✓ Research matters thoroughly.
- ✓ Communicate with all relevant parties/agencies to ensure you have all the pertinent facts.
- ✓ Be knowledgeable about installation, school and community policies to provide guidance in drafting installation procedures (e.g., in- and out-processing, curfews, truancy, “home alone”).
- ✓ Maintain personal/program credibility and foster positive relationship with command by providing accurate and timely information and being knowledgeable about the issues.

Assist families directly with youth education and transition issues (See section on **Informing and Assisting Military Families with School and Transition Issues**)

Coordinate with local school systems to facilitate education transitions and youth education support services (See section on **Interfacing, Educating and Coordinating with Local School Systems**)

Keep command informed of your activities and efforts.

By keeping command informed about what you are doing and handling, you establish your credibility as well as convey the community’s concerns. However, access to command and the methods for informing command are to be determined by written local protocol.



In summary, your relationship with command is based on information and communication. The nature of your relationship with command is likely to influence your efforts in working with families, schools, and other community representatives as well as command's efforts in working with school systems. Thus, it is critical to develop a relationship that enables you and command to function effectively in your community and within your unique circumstances. The box below offers key strategies for working effectively with command. Remember, when there is a commander turnover, you will likely be reeducating and repeating these strategies with each incoming commander/command staff.

Strategies for Working Effectively with Command

- ★ Ensure the Commander/command staff understand the role of the School Liaison Officer (SLO).
- ★ Determine Commander expectations for you and School Liaison Services (SLS) Program.
- ★ Establish protocol for informing the Commander through your Chain of Command, e.g., Child and Youth Services (CYS) Coordinator, Director of Community Activities (DCA), Garrison Commander, Installation Commander.
- ★ Develop a written protocol that outlines your access to command, your lines of authority, and your levels of responsibility.
- ★ Understand command philosophy.
- ★ Be visible.
- ★ Keep open communication with commander/command staff.
- ★ Be proactive in learning about issues (read local newspapers, talk with people, attend meetings, and find other ways to take the "pulse" of the community).
- ★ Be prepared to provide accurate and up-to-date information.
- ★ Know installation, local/community, and state and federal agency resources that can support the SLS mission, e.g., Impact Aid and Special Education.
- ★ Obtain and be familiar with key documents such as legislation, regulations, Department of Defense Instructions (DoDIs), and policies.
- ★ Know Army structure, operations, and procedures.



Informing and Assisting Military Families with School and Transition Issues



Informing and Assisting Military Families with School and Transition Issues

All of your work as a School Liaison Officer (SLO) is aimed at assisting military families with children and youth. This section of the handbook addresses the ways that you can assist families directly, by describing the responsibilities associated with your role.

Assisting families involves a number of inter-related activities on the part of the School Liaison Officer (SLO). The cornerstone activities are providing information and making referrals. In fact, it is important to be proactive by anticipating the information and support that families need. While these actions will meet the needs of many military families, some military families may need additional forms of assistance. If the School Liaison Officer (SLO) does not provide that assistance, it is likely that these families' needs will go unmet because the School Liaison Officer (SLO) provides a unique service not provided by anyone else. For these reasons, this handbook spells out the key activities of the School Liaison Officer (SLO) to ensure that Army families are provided with predictable services (i.e., same service from installation to installation) and seamless delivery of services through your collaborative efforts. (Further information on collaborations with schools and partnership initiatives is provided in later sections of this chapter.) The key activities that School Liaison Officers (SLOs) engage in to assist families are described below with more specific information provided in the pages that follow.

Providing information. Although families will request information from you, you need to proactively reach out to families to provide information on youth education and transition issues using multimedia formats (e.g., printed, electronic, video).

Making referrals. You can expect that families will need information specific to their situation. Thus, you will need to research an issue and then refer families to the appropriate agency(s) or service(s) to resolve specific situations.

Educating families. You must educate parents on the education process, school organization, school communication and interaction strategies, and youth education support services. This will help parents work with schools, navigate the school system and facilitate a smoother education transition for military youth.

Advocating for children (including special needs children). Families need an advocate to "navigate" the school system. Your goal is to empower families (using support, education, and referrals) to advocate for themselves (see **Ways to Advocate for Families** in this chapter).



WAYS TO ASSIST FAMILIES

The information and assistance that families need tend to be related to where they are in the permanent change of station (PCS), or rotation, cycle.

What is School Liaison Officer's (SLO's) Involvement in PCS Cycle?



Using the phases of the rotation cycle as a framework, the sections that follow illustrate some of the issues that families may experience and how you as a School Liaison Officer (SLO) can assist them.



Prior to Arrival

Families that are moving try to anticipate what the school situation will be at the next installation. Some hope to choose where they live based on school factors. For these reasons, incoming families have a multitude of questions (see Exhibit III-A, Frequently Asked Questions by Incoming Families). Your job is to provide information that will help families prepare for their move and to create parent-friendly systems that give families easy access to information and services prior to departure. Ways to do this include:

WAYS TO ASSIST FAMILIES: PRIOR TO ARRIVAL

- ✓ Ensure that all pre-arrival contacts, e.g., Housing Office, Military Personnel Office (MILPO), Army Community Service (ACS), have School Liaison Services (SLS) information and advise parents to:
 - Access school Web sites to gain school information.
 - Make contact with school(s) prior to arrival.
 - Bring copies of child school records and other related documents.
- ✓ Have information about SLS (with links to local schools and other relevant websites) on the installation home page and/or on the Child and Youth Services/School Liaison Officer (CYS/ SLO) web page.
- ✓ Encourage parents to contact schools prior to arrival. Pre-arrival discussions with schools can expedite enrollment and placement. Also encourage parents to bring copies of their child's records.
- ✓ Network with other installation School Liaison Officers (SLOs) to identify families headed to your installation.
- ✓ Provide school and SLS information for installation welcome packets (e.g., ACS and housing) and Standard Installation Topic Exchange Service (SITES). Update the information at least annually, making sure to include school Web site links and E-mail addresses.
- ✓ Develop and distribute a Pre-Move School/Youth Education Transition Checklist for parents and youth. This checklist should be available on all relevant web pages, e.g., installation; Morale, Welfare, and Recreation (MWR); CYS; SLS; and local school web pages.



Exhibit III-A FREQUENTLY ASKED QUESTIONS (FAQ) BY INCOMING FAMILIES

General Questions

- What primary, middle, and secondary schools do children/youth living on post attend?
- What primary, middle, and secondary schools do children/youth living off post attend?
- When does school start?
- How old must a child be to start school?
- Are the schools safe?
- What is the quality of the schools on and off post?
- How do students perform on standardized tests? (Do you have profiles or report cards on the schools?) Are there problems with gangs, violence, or drugs? Which schools are most highly regarded?
- Which schools do most of the installation children attend?
- How far is the walk or bus ride to and from school?
- What are the boundaries for the various off-post schools?
- What is the school registration procedure?
- What kinds of after-school programs are available?
- What are the state procedures for home schooling?

Specific Questions

- What is the core curriculum for the district/state?
- What are school health regulations and requirements for registration?
- What is the procedure to apply for specialized services such as Special Education, Gifted and Talented Services, or speech therapy?
- What type of scheduling do the middle and secondary schools use?
- What are the course requirements for high school graduation?
- Who is the point of contact to determine whether high school credits earned elsewhere will be accepted in your state?
- Who is the point of contact for home schooling policy and procedure?
- What are the private school options in the area?



Upon Arrival

Upon arrival, some families may indicate that they did not receive any information prior to arriving at the installation. Even families who did receive information are likely to have questions. Common issues of concern to incoming families include:

- Identifying child care and/or out of school supervision options for children/youth (birth to 18).
- Finding social/recreational activities for children/youth.
- Figuring out at which school(s) to register children/youth while in temporary lodging.
- Determining how to avoid changing schools when moving from temporary to permanent quarters.

Most of these needs can be addressed through information and referral. So be proactive and do the following:

WAYS TO ASSIST FAMILIES: UPON ARRIVAL

- ✓ Ensure your installation has a Child and Youth Services (CYS)/schools in-processing protocol, in accordance with AR 600-8-101, In and Out Personnel Processing and Mobilization Processing.
- ✓ Conduct welcome events in conjunction with schools, youth sponsors and other CYS staff so that new students and families can meet others.
- ✓ Participate in the installation newcomers' orientations.
- ✓ Invite local school representatives to attend and present at the installation newcomers' orientations.
- ✓ Develop a School Liaison Services (SLS) information packet (which includes a brochure) for distribution to parents/families. (See Exhibit III-B, School Information for Newly Arrived Families, for a sample listing.)
- ✓ Educate families on local school/installation policies, school registration options, and home schooling.

(continued on next page)



WAYS TO ASSIST FAMILIES: UPON ARRIVAL (continued)

- ✓ Conduct new arrival school workshops to inform parents about:
 - School, installation, and community policies for children/youth.
 - School registration procedures.
 - Home school policies, points of contact, and resources.
 - School extra-curricular activities.
 - After school services/programs.
- ✓ Develop and distribute a series of one-page school information sheets for Child and Youth Services (CYS) registration clerks, in-processing center, unit personnel clerks, CYC information carousel, bulletin boards, and other locations.
- ✓ Connect youth with youth education transition services (i.e., youth sponsors, Teen Councils, clubs, transition lab).
- ✓ Ensure that all points of entry, e.g., Military Personnel Office (MILPO), temporary lodging, housing, Army Community Service (ACS), Welcome Center, Family Readiness Groups, schools, CYC Central Registration and Referral, have information on School Liaison Services (SLS).
- ✓ Post school information in CYC facilities.
- ✓ Inform parents about Army youth education transition initiatives and how the School Liaison Officer (SLO) and the Army are collaborating with local schools on behalf of military children to minimize the impact of education transitions and maximize potential for academic success.
- ✓ Encourage and support student networking and sponsorship activities.
- ✓ Facilitate communication between parents and school counselors/personnel at the new school.



Exhibit III-B

SCHOOL INFORMATION FOR NEWLY ARRIVED FAMILIES (Sample items for School Liaison Services information packet)

General School Information

- Immunization requirements
- List of public and private schools
- High school graduation requirements
- Home schooling policy and procedures
- (Other as determined in communications with schools, see section on **Interfacing, Educating and Coordinating with Local School Systems**)

School Specific Information

- School contacts
- Special needs contacts
- Descriptive information about student population size, programs, etc.
- Location of school (including distance from the installation)
- School registration procedure
- School calendar (i.e., start and end dates of school year, grading periods, and student activities with try-out schedule)
- School Web site address
- Specialized services
- Grading systems
- School results on standardized national and state tests
- (Other as determined in communications with schools, see section on **Interfacing, Educating and Coordinating with Local School Systems**)

School Liaison Services (SLS) Brochure

The SLS Brochure was produced to help School Liaison Officers (SLOs) market SLS. Developed by School Liaison Officers (SLOs), the Brochure outlines how the School Liaison Officer (SLO) provides **A-C-C-E-S-S** to school transition and education support services and resources to parents, youth, command, and the community.



While Stationed at Your Installation

Once children and youth are established in their schools, families may face a new set of issues that may pertain to: school transitions (inter- and intra- districts), education transitions (i.e., changing from grade to grade or middle to high school), or conflicts with schools for various reasons. Your job is to provide the assistance, support, and education and training that shows Army families that the Army is committed and willing to support the education and transitions of Army children and youth. Ways to assist and support families include, but are not limited to, the activities listed below.

WAYS TO ASSIST FAMILIES: WHILE STATIONED AT YOUR INSTALLATION

- ✓ Assist parents in solving school issues. (For information on advocacy, see **Ways to Advocate for Families** in this chapter.)
- ✓ Encourage youth involvement in local school and youth events.
- ✓ Promote parental involvement in the education/learning of children/youth in and out of school. Impress upon parents the importance of advising youth on coursework/class choices to prepare for graduation.
- ✓ Encourage families and youth to network with other Army families and installation youth sponsors/sponsor activities to connect youth with school and civilian communities.
- ✓ Provide ongoing training opportunities about youth school transition support services to help families with different education transition and developmental phases.
- ✓ Market parent information sessions offered through local schools.

(continued on next page)



WAYS TO ASSIST FAMILIES: WHILE STATIONED AT YOUR INSTALLATION (continued)

- ✓ Implement activities proposed in the Secondary Education Transition Study (SETS) and as defined in your Local Action Plan.

(Many of the implications from the SETS have been listed throughout this section on assisting families. These strategies include encouraging families to: create a portfolio of a child's academic and extra-curricular performance, gather school contact information before departure, talk with school personnel at new school before arrival at the installation, and advise youth on coursework/classes. Based on the SETS findings, School Liaison Officers (SLOs) can also assist families by: preparing an information packet, maintaining a Web site with links to school Web sites, and working with schools to set up a transition center in the school. For additional information, see the [U.S. Army Secondary Education Transition Study: Parent Guidebook](#).)

- ✓ Coordinate and manage an array of support services through the Child and Youth Services (CYS) delivery system and use the Partnerships in Education (PIE) initiatives to enhance academic success and ease school transition for Army children/youth.
- ✓ Provide information and CYS resources available to home schoolers.
- ✓ Provide information and referral on post-secondary education. (For further information, see [Partnerships in Education \(PIE\) Handbook: The Army Model](#).)
- ✓ Be an advocate. (For further information, see "advocating for children.")

When Preparing to Depart

Departing families have questions regarding how to transfer school records to the schools at their new location. These families also have questions about schools at their new location. Ways to address these issues are presented on the following page.



WAYS TO ASSIST FAMILIES: WHEN PREPARING TO DEPART

- ✓ Ensure your installation has a Child and Youth Services (CYS)/schools out-processing protocol, in accordance with AR 600-8-101, In and Out Personnel Processing and Mobilization Processing.
- ✓ Advise families about the procedures for transferring school records and/or refer to appropriate school points of contact. Encourage families to:
 - Get and take a copy of school records with them.
 - Start and maintain a school record portfolio on the child's academic and extra-curricular performance. Documents to include in the portfolio are: report cards, letters of recommendation, examples of work, lists of textbooks, and documentation on service learning/community service experiences.
 - Record key names and contact information for the current school. This information can be very hard to gather after departure.
 - Solicit current school help with preparing for the move, particularly if school schedules are different, graduation testing is required, and in other special circumstances.
- ✓ Give families the name and contact information for the School Liaison Officer (SLO) at the next duty station. Facilitate the contact between the family and the School Liaison Officer (SLO) at the gaining installation, when possible.
- ✓ Identify transition relocation resources, e.g., Standard Installation Topic Exchange Service (SITES) and other Web sites, where families can find school information about the next duty station. Encourage families to check out their new school system over the Internet.
- ✓ Inform soldiers and families about in- and out-processing procedures related to schools.
- ✓ Inform soldiers about the "Stabilization for Soldiers – High School Seniors" procedure, which pertains to soldiers with high school seniors.
- ✓ Make families aware of youth education/transition support services that are available Army-wide through CYS/School Liaison Services (SLS).
- ✓ Encourage youth and parents to request and use sponsors at new duty station.



WAYS TO ADVOCATE FOR FAMILIES

In the broadest sense, everything you do for families and children/youth as a School Liaison Officer (SLO) falls under the category of **advocacy**, because all of your efforts are, in the end, intended to ease the impact of school transitions and promote family well being. Whenever you interact with your stakeholder groups (i.e., families, command, schools, community), throughout the rotation cycle, by working proactively (to prevent problems) or reactively (in response to a current problem), you are advocating. Advocacy can also be conceptualized more narrowly (on limited occasions) as the process of intervening on behalf of specific families regarding a problem and/or circumstances. Commonly reported general concerns of military families include feeling that:

- Schools are unsympathetic to their circumstances, which are more often than not triggered by the military lifestyle and out of their control, e.g., moving in the middle of the school year, not having a permanent address, etc.
- Military children and youth miss out on opportunities at school as a result of being transient, e.g., lose the ability to try out for extracurricular activities, apply for scholarships, etc.
- Schools are unsafe or have bad reputations, e.g., are “gang ridden,” “drug infested,” etc.

Whether these concerns are valid is irrelevant—they are real to the families reporting them to you and must be addressed. Exhibit (III-C), on the following page, offers some basic approaches to helping families manage and/or eliminate these and other types of school concerns.



Exhibit III-C

WAYS TO ADVOCATE FOR FAMILIES

- **Gather information related to the concerns you anticipate** so you will be prepared to respond promptly when people ask for it. Collect school statistics, local demographics, press releases on local schools, and information on school district boundaries, school policies, and school-related bond issues/referendums. Also keep a list of key school points of contact, e.g., bus transportation coordinator. This information will be useful to incoming families making decisions about where to live and to families dealing with other concerns.
- **Establish systems to “put the concerns out of business.”** Collaborate with schools to create user-friendly and culture-neutral environments for incoming students. For example, help school personnel become more sympathetic to the military families’ circumstances by offering workshops as part of the school district’s professional development program.
- **Demonstrate your support.** When families seek your assistance, give them some quality time to describe their concern(s). Use your active listening skills to let them know you understand what they are feeling and experiencing. Let them ventilate!
- **Give parents the tools—both knowledge and skills—they need to be advocates for their children.** Feeling understood and heard only goes so far! In addition to demonstrating your support, your challenge is to help parents find ways to resolve and/or reduce their concern(s). Some of the ways to do this include:
 - Ensuring that parents are familiar with relevant school policy, e.g., eligibility requirements for school activities and opportunities. Help parents understand the policy and identify supporting documentation that might be necessary for them to have.
 - Identifying the school personnel who can work their specific issues, e.g., the name of the school bus coordinator.
 - Recommending that parents experiencing school-related concerns attend Army Family Team Building (AFTB) training. Talk to your local AFTB program coordinator about how parents can access this training (online or at the installation/community).

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Exhibit III-C

WAYS TO ADVOCATE FOR FAMILIES (continued)

- **Advocate, or intervene** to facilitate communication, prevent escalation, and mediate resolution, when parents are unable to work out the problem themselves, and particularly if you sense that the communication between parent(s) and school personnel is part of the problem.
 - Sometimes simply calling the school and talking to the school Principal, counselor or a teacher/coach in charge on behalf of the family (e.g., the teacher in charge of student activities if the issue pertains to eligibility to participate in an extracurricular activity) opens the lines of communication between school and the parents.
 - Other times, facilitating improved mutual understanding requires that you propose a meeting with all parties involved.
- **Think carefully about the level of intervention that will best effect resolution**, before you place a telephone call or propose a meeting on behalf of a family. Who you reach out to (e.g., Principal, teacher, or coach) can impact the outcome of your effort and working the “wrong level” can cause you to inadvertently escalate the issue.
- **Be prepared to use your negotiation skills** when you intervene on behalf of a family.
- **Refer families having trouble accessing services related to Special Education** to key personnel within the school system, e.g., Special Education Coordinator, Army Community Service (ACS) Exceptional Family Member Program (EFMP) Manager. Offer to coordinate discussions between school personnel and families about Individual Education Plans (IEPs), in collaboration with the EFMP Manager.
- **Encourage parents to advocate for all mobile children—not just their own.**



The primary focus of the School Liaison Officer (SLO) when working with families is to provide information and support on key issues that will enable families to facilitate smooth transitions and successful educational experiences for their children. In some instances, you may need to contact and work with school personnel directly to address a family's specific situation/issues/concerns. The box below offers key strategies that can enhance your overall efforts in assisting families.

Strategies for Effectively Assisting Families

- ★ Be familiar with Army initiatives to support the smooth transition of mobile children.
- ★ Continue to build and maintain a network of contacts and successful relationships/partnerships to enable you to provide useful referrals and support to families.
- ★ Be familiar with current state and local school policies.
- ★ Know and stay abreast of disability regulations, laws, and special service requirements that apply to the education process for children with special needs.
- ★ Know and stay current on key military regulations related to transitions and relocations (e.g., in- and out-processing, stabilization).
- ★ Maintain the integrity and confidentiality of information gained on both children and parents.
- ★ Share information with appropriate agencies when the information can prevent problems (e.g., if you've heard that there have been fights in the housing area, forewarn the school transportation office that there could be problems on the bus; if there have been fights at school, at-risk behaviors at bus stops and on buses, or gang activity, notify the Military Police that there could be trouble on post).
- ★ Focus on providing the information, education, referral, and support that will empower families to be self-advocates and self-reliant. Avoid "rushing to advocate for them." Give parents the tools they can use to solve problems in the future.
- ★ Understand the School Liaison Officer (SLO) roles and responsibilities and limitations. Know command expectations for school transition and education support services.



How you as a School Liaison Officer (SLO) choose to assist families depends on many factors, (e.g., the nature of the need, the parameters your supervisor has established for you, the amount of time you can devote to an issue, your skill level, your comfort level, and the resourcefulness of your parents). The guidance in this section is intended to serve as a roadmap—helping you to anticipate issues you are likely to face and prepare ways in which to respond/assist families.



Interfacing, Educating, and Coordinating with Local School Systems



Interfacing, Educating, and Coordinating with Local School Systems

The School Liaison Officer's (SLO) ability to inform, interface, and coordinate effectively with school personnel is vital to the installation's success in addressing school issues and ensuring smooth transitions for mobile military children. This section describes many of the School Liaison Officer's (SLO) activities around educating and coordinating with school systems and provides suggestions on how to successfully perform these activities.

The activities associated with the role of interfacing, educating and coordinating with local systems are quite broad and, in some instances, may overlap with other roles and responsibilities discussed in this chapter. Under this role, activities focus on two areas:

- Educating and informing school personnel on topics related to the needs of military children and their families.
- Coordinating and collaborating with schools to meet the education and transition needs of military children.

Educating and Informing School Personnel

In order for school personnel to support military children and be able to work and collaborate with the military community (and you), it is important to provide school personnel information on:

- School Liaison Services (SLS) and School Liaison Officer (SLO) role.
- Army Youth Education Support Services (YESS).
- Partnerships in Education (PIE): The Army Model.
- Military lifestyle (including impact of deployment and relocation on children).
- Education transitions and barriers to successful transitions.
- Army policies and procedures related to children/youth and schools (e.g., parent-teacher conferences, in- and out-processing, curfews, installation out of school supervision policy).
- Military structure.
- Military resources (e.g., family support agencies).

A list of direct and indirect ways to provide this information to school personnel is provided in the box on the next page. Additional explanation on how to carry out specific activities follows.



WAYS TO EDUCATE AND INFORM SCHOOL PERSONNEL

- ✓ Coordinate with Army Family Team Building (AFTB) and other organizations to provide training for school personnel on military lifestyle, social and academic issues of transition, and practical and emotional issues of deployment. Work with school personnel to incorporate this training into existing professional development training scheduled for school personnel.
- ✓ Coordinate meetings with guidance counselors, other school staff, and military representatives to address emerging issues and issues influencing military children's education. Also meet periodically with school principals.
- ✓ Encourage school representation on appropriate installation committees, process action teams (PAT), e.g., Residential Community Initiative (RCI), councils, e.g., Child and Youth Services (CYS) Parent Advisory Council, and working groups, e.g., student crisis handbook or plan.
- ✓ Hold an open house for school staff to highlight/showcase installation resources and services available to schools and youth, e.g., School-Age Services (SAS), Youth Services (YS), CYS Homework Centers, CYS Computer Labs, Youth Education Support Services (YESS), and Morale, Welfare, and Recreation (MWR) facilities.
- ✓ Prepare and disseminate to schools a reference/resource handbook on military organizations and agencies. These materials may already exist, so coordinate with the appropriate agencies, e.g., Army Community Service (ACS), before you reinvent them.
- ✓ Participate in school improvement team(s).
- ✓ Be visible at school meetings, events and committees, e.g., Parent-Teacher-Student Association/Parent-Teacher-Student Organization (PTSA/PTSO), and with school leaders.
- ✓ Provide opportunities for school leaders to interface with installation leadership through venues like social functions, meetings, or committees.
- ✓ Invite command to speak to school personnel.
- ✓ Develop joint installation and school system professional development activities.

Training and education. Many school personnel are not aware of the challenges faced by military children. School personnel can benefit from receiving information or training on the impact of the military lifestyle on children and strategies that can facilitate children's adjustment and educational transitions in the school and during stressful periods related to deployment and relocation. Schools can



also benefit from information that would help them to navigate within the military installation, chain of command, and organizations. Having this information enables school personnel to reach parents and caregivers of military children, especially during deployments, and to work with the military community.

To educate school personnel on these issues, consider coordinating a military child or mobile transitioning child forum for school personnel (e.g., guidance counselors, teachers, and principals). At this forum, you can address a number of issues, including special needs children, transitions, and the effects of deployment and relocation on children/youth, by using:

- The Army Family Team Building (AFTB) resources. The AFTB training is designed to inform individuals about the military (e.g., military lifestyle/culture, military organization, military protocol and customs, and installation resources and support service agencies).
- Information about the installation mission, units, demographics, and deployment-related topics such as Family Care Plans.
- U.S. Army Secondary Education Transition Study (SETS) outcome findings.

Meetings and committee participation. It is important for you to get out and meet with school staff and leaders. Use formal and informal methods to meet, communicate, and establish relationships with school personnel. Given the importance of “information” and your role as a “facilitator” in your position as School Liaison Officer (SLO), you will find it beneficial to meet and communicate regularly with school personnel. It may be necessary for you to initiate meetings with school personnel, attend school-related meetings, and serve on joint committees to sustain communication. Meetings, whether formal and informal, allow for information sharing and help to establish two-way communication between you and school personnel vital to your success and community efforts. A by-product of these meetings is fostering relationships between you and principals, counselors, other school staff, and Parent-Teacher-Student Association/Parent-Teacher-Student Organization (PTSA/PTSO) presidents. To these individuals you will not merely be “the School Liaison Officer (SLO),” but will become an associate and partner. Similarly, these individuals will become “partners” in the collective efforts to assist all children, including military children.

Tours and open houses. Use open houses and tours as an opportunity to inform school staff about:

- Child and Youth Services (CYS) out of school programs, to include homework centers, computer labs, 4-H, Boys and Girls Clubs of America (B&GCA), sports and fitness.
- School Liaison Services/Youth Education Support Services (SLS/YESS), e.g., post-secondary opportunities, home school linkage, school transition, Partnerships in Education (PIE) initiatives, instructional programs, youth sponsorship.



- Family support services, e.g., Army Community Service (ACS), Installation Volunteer Coordinator (IVC), Social Work Services.
- Installation resources (e.g., library; nature trails; Morale, Welfare, and Recreation (MWR) facilities; museums).

These events may be beneficial in getting “buy-in” and support for Partnerships in Education (PIE) activities, when there is an opportunity to see first-hand what is available through Child and Youth Services (CYS) and on the installation.

Coordinating and Collaborating with Schools

Once you have shared information and established a dialogue with schools, you have a foundation on which to coordinate and work together. Listed below are reasons to collaborate with schools. This information is a guide to focus your school coordination and collaboration efforts. On some of these issues, you will work directly with schools; on others, you will work within CYS and through other agencies to support schools and youth education. Detailed information on the specifics of several of these collaborative efforts appears after the box.

REASONS TO COLLABORATE WITH SCHOOLS

- ◆ To facilitate school transitions.
- ◆ To eliminate barriers to successful school transitions.
- ◆ To assist in resolving individual child/youth/family education issues.
- ◆ To address potential impact of school issues.
- ◆ To discuss military initiatives, e.g., Residential Communities Initiative (RCI) and Federal legislation (e.g., Impact Aid).
- ◆ To coordinate and implement school transition and education support services (detailed information is provided in the [Partnerships in Education \(PIE\) Handbook: The Army Model](#)).
- ◆ To arrange dissemination of information to parents.
- ◆ To prepare for and support schools during emergency contingency conditions (ECC) (e.g., deployments, natural disasters).



Transition. The purpose of working with schools on transition issues is to reduce barriers to smooth school transitions that military children face and to ease the adjustment into new schools. The School Liaison Officer (SLO) will be involved in outreach activities that are a direct outcome of the Secondary Education Transition Study (SETS). In the area of school transition, you, the School Liaison Officer (SLO), are charged with:

- Working with local schools to set up transition support centers for mobile children/youth.
- Establishing welcome/new arrival school activities for students and families:
 - Youth and parent sponsors.
 - School orientations and tours.
 - “Lunch buddies.”
- Coordinating, developing, and supporting implementation of Local Action Plan (school transitions). This plan specifies how the installation and school will address transition issues and identifies initiatives to be implemented. Note: Development of an action plan is not restricted to school systems that have signed the SETS Memoranda of Agreement (MOA). (For further details, see U.S. Army Secondary Education Transition Study: Executive Summary).
- Supporting school systems working toward and through signing the SETS MOA. Note: The MOA is a school system decision. The MOA is not an agreement with the Army, but between school systems and districts. (For further details, see U.S. Army Secondary Education Transition Study).

Further information on collaborative activities to address school transitions can be found in the Partnerships In Education (PIE) Handbook: The Army Model.

Residential Communities Initiative (RCI). RCI is a military initiative designed to eliminate inadequate military housing by privatizing housing. Under this initiative, the Army is working with communities to assess housing needs and locations and then working with a developer to operate, manage, maintain, improve and build military family housing. RCI can have a major impact on schools (e.g., construction size, redistricting, class size, school schedules, and relationship with the military). It is imperative that you get actively involved in the process as soon as possible. If you don’t know whether your installation is on the list of pilot installations for the RCI or want further information about this initiative, see the RCI Web site at www.rci.army.mil.



Impact Aid. Impact Aid (Federal funding earmarked for school districts that encompass military bases) is a Department of Education function and responsibility. However, you can take steps to facilitate and support schools' efforts to receive Impact Aid by:

- Encouraging all military families to complete and submit Impact Aid forms.
- Assisting schools with submission of Impact Aid forms.
- Providing schools with installation statistics to estimate the potential Impact Aid funding.

Information dissemination to parents. Discuss with schools what information needs to be given to parents. Help coordinate and promote parents' access to this information within the military community. (For ideas on ways School Liaison Officers (SLOs) can inform families, see the section entitled **Informing and Assisting Military Families with School and Transition Issues.**) Give information to schools as they can be an excellent marketer for you, School Liaison Services (SLS), and Youth Education Support Services (YESS). In addition, facilitate efforts to establish reciprocal links between the installation, local schools and SLS/Child and Youth Services (CYS) Web sites.

Emergency Contingency Conditions (ECC). Emergency Contingency Conditions (e.g., deployments, mobility, disasters, terrorist activities) inevitably affect school operations, student behaviors and installation-school relationships. Encourage schools to participate in the development of installation CYS Mobilization and Contingency (MAC) Plan and coordinate with schools and installation organizations on matters during contingencies. Involvement of school personnel in planning is critical. Coordination and ongoing communication on contingency issues will reduce crises during contingency conditions. Key matters to address with schools include:

- Access to installation (e.g., transportation of children to on- and off-post schools, transportation between schools and CYS facilities and programs, school personnel serving in Youth Services (YS) programs/Partnerships in Education (PIE) initiatives.
- Development of a student crisis plan.
- Coordination of operational hours of CYS programs with school schedules.
- Management of transportation planning.
- Notification and information to schools about deployment/contingency actions.
- Impact of deployment/contingency on children and youth.
- Strategy to keep parents informed on school issues.



As a result of ongoing coordinating and collaborating on issues with school personnel, you will have conveyed information to schools and, similarly, schools will have conveyed information to you. The chart below summarizes the information that is shared to establish two-way communication and effective collaborations and partnerships that benefit schools, families and youth.

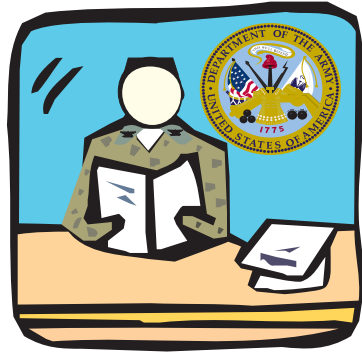
TWO-WAY COMMUNICATION BETWEEN SCHOOLS AND SCHOOL LIAISON OFFICER (SLO)		
Information SLO Gives Schools		Information Schools Give SLO
<ul style="list-style-type: none"> ✓ Military lifestyle (including impact of deployment and relocation on children) ✓ Education transitions and barriers ✓ Army policies (e.g., parent-teacher conference) ✓ SLO role ✓ Military structure ✓ Military agencies ✓ CYS Youth Education Support Services (YESS) ✓ CYS system information ✓ In- and out-processing procedures ✓ Installation homepage and CYS and/or SLS web addresses ✓ Transition checklist ✓ AFTB information ✓ Youth Sponsorship information ✓ Information on transition counselor training ✓ Secondary Education Transition Study (SETS) updates/recommendations 		<ul style="list-style-type: none"> ✓ Size of student population ✓ Number of military children ✓ School contact information ✓ School enrollment procedures (including registration form and packet) ✓ Transfer of records procedures ✓ Immunization requirements ✓ High school graduation requirements ✓ Test scores ✓ Curricula ✓ School programs (e.g., extracurricular, sports, clubs) ✓ School events (e.g., back to school night, college fair) ✓ School calendar ✓ School Web site address ✓ Homework assistance and tutoring programs ✓ Prevention programs ✓ School newsletter ✓ Student handbook ✓ Parent information sessions



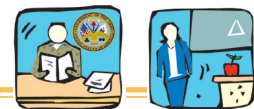
In summary, interfacing and establishing a relationship with schools, as well coordinating with schools on a variety of matters, will help to resolve and address certain educational issues before they become problems. Further, it will enable you to facilitate a positive relationship between the command, military community, and school community. The box below offers key strategies that can enhance your efforts to cultivate and maintain a positive relationship with school systems.

Strategies for Working Effectively with Schools

- ★ Make installation resources available and get leadership and parents involved in school matters. This support can be offered by:
 - Providing materials to schools.
 - Making Child and Youth Services (CYS) and other installation facilities available to schools for events and activities.
 - Arranging interface opportunities between school personnel and military personnel, e.g., open houses, Army Family Team Building (AFTB) classes, Month of the Military Child events.
 - Encouraging parent involvement in child education and school events.
 - Coordinating Partnerships in Education (PIE) initiatives (Further information on ways to foster partnership with schools appears in the section entitled **Forging Partnerships Between the Military Community, Civilian Community and Schools**).
- ★ Stay up-to-date on Army, Department of Defense (DoD), state, local, and national issues related to schools, e.g., Impact Aid, Residential Community Initiative (RCI), Youth Sponsorship initiatives, school bonds, and referendums.
- ★ Keep school principals and school staff informed on military “goings on” that affect schools.
- ★ “Get smart” on school systems, policies and organizational structure.
- ★ Establish and maintain two-way communication between installation and schools.



Forging Partnerships Between the Military Community, Civilian Community, and Schools



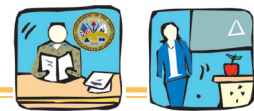
Forging Partnerships Between the Military Community, Civilian Community, and Schools



One of the roles of the School Liaison Officer (SLO) is to connect families, schools, the military community, and civilian community to facilitate the education transition and academic experiences of military youth. Forging these connections can make a profound difference in the abilities of families, individual organizations and schools, and the entire community to collectively address the education needs of military children/youth. The partnerships and relationships that the School Liaison Officer (SLO) develops and/or coordinates play a key role in establishing the overall relationship between the military community and the school system and thus have a direct influence on the quality of the education that military children receive. Hence, your goal is to make the partnership between the military and schools a “win-win” situation for both parties, with the ultimate winner being Army children/youth.

Forging partnerships is vital to the School Liaison Officer and the community having a positive impact on the education transitions and academic success of youth.

The primary means through which you, the School Liaison Officer (SLO), can link the installation with the schools is the Army Partnerships in Education (PIE) Initiative. This section provides an overview of PIE and the partnerships you need to implement PIE and carry out the School Liaison Officer (SLO) responsibilities described in this chapter. The reasons for establishing partnerships within Child and Youth Services (CYS) and with installation and community agencies are also discussed.



Army Partnerships in Education (PIE)

Up to now, you may have thought of PIE as the Adopt-a-School and tutoring programs that historically have been the primary ways the military (especially units) supported schools. The PIE concept has changed and represents a paradigm shift in the way the military community will support schools to enhance the potential for academic success of military children/youth. Establishing comprehensive PIE initiatives as an integral part of School Liaison Services (SLS) solidifies the Army's commitment to the community and Army families to "level the playing field" for mobile military children/youth. Within the Child and Youth Services (CYS) organization, the School Liaison Officer (SLO) has primary responsibility for the PIE initiatives.

Mission and Vision of The Army Partnerships in Education (PIE) Initiative. The mission of The Army PIE Initiative is to provide and/or coordinate programs and services that support the education and transitions of mobile military children/youth. The Army PIE Initiative:

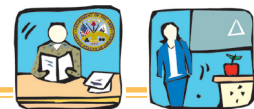
- Enhances the connections between the military community, schools, and the civilian community.
- Helps military children/youth succeed in school, be better prepared for the future, and fit in their local community.

For these reasons, the Army PIE Initiative has been designed to:

- Establish baseline school transition and education support services at each installation.

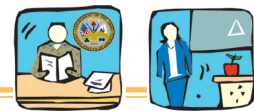
- **Establish** at installations where no PIE exists
- **Expand** at installations where it does exist

- Promote a connection between school and military community.
- Increase CYS involvement and communication with schools to address military children's educational and transitional support needs.
- Enhance current Army child/youth programs to promote educational success and ease school transitions for mobile children/youth.



Framework for The Army Partnerships in Education (PIE) Initiative. The Army PIE Initiative has been designed based on two overarching principles: 1) *Everyone has a role in the education of military children* and 2) *Education is more than what happens in the school*. Thus, the Army PIE Initiative framework encompasses a range of activities and groups (including children/youth, families, and communities) to address the educational needs of military children/youth. A list of the goals for each of the seven Service Areas that comprise the Army PIE framework is provided below.

7 ARMY PARTNERSHIPS IN EDUCATION (PIE) SERVICE AREAS	
SERVICE AREA	GOALS
Academic/ Instructional Enhancement	<ul style="list-style-type: none"> ● Maximize opportunities for educational enrichment and academic success for children/youth ● Reinforce or supplement instruction received at school to broaden classroom educational experience ● Develop new skills ● Expand learning patterns of children/youth
Workforce Preparation	<ul style="list-style-type: none"> ● Prepare youth for the transition from high school to work ● Assist youth in becoming self-sustaining adults ● Assist youth in pursuing post-secondary education ● Help youth compete successfully in the workplace and adult life
Life Skills and Well-being	<ul style="list-style-type: none"> ● Reduce at-risk behaviors and increase safety of youth environments ● Give youth tools to function successfully as young adults ● Develop youth knowledge and competencies ● Promote personal safety and safe environments for youth
Citizenship and Leadership	<ul style="list-style-type: none"> ● Promote child/youth responsibility, leadership, citizenship, and participation in community matters ● Create opportunities for children/youth to give valuable service to their community that enhances their learning ● Provide opportunities for children/youth to learn and practice leadership
School Transitions	<ul style="list-style-type: none"> ● Resolve education transition issues for children/youth by establishing programs and collaborations with families and schools ● Ease the transfers between schools for military children/youth ● Facilitate equal opportunities for military youth in public school environments
Family and Community Involvement	<ul style="list-style-type: none"> ● Involve families and the military community in the support of local schools, and particularly in the education of military children/youth in and outside of school ● Offer opportunities for families and community to work together in the education process through local/school policies, direct participation in schools, and political actions
School Outreach Support Services	<ul style="list-style-type: none"> ● Enhance installation-school relationship ● Improve school efforts by providing a range of in-kind support and resources to schools ● Coordinate support and contribute to the school infrastructure (e.g., facility, staff, large-scale events) and planning that support the education process



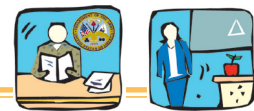
Overview of Army Partnerships in Education (PIE) Handbook. The Partnerships in Education (PIE) Handbook: The Army Model is a resource tool that outlines the framework for installation Partnerships in Education (PIE) initiatives. The handbook is comprised of two volumes. Volume I provides background information, a detailed overview of The Army PIE Initiative, and “how-to” guidance on: 1) implementing each of the seven Army PIE Service Areas, 2) building and maintaining partnerships, and 3) managing volunteers. Volume II contains reference and informational materials related to PIE implementation strategies.

Working with Internal and External Partners

Relationships with other Child and Youth Services (CYS) personnel (e.g., Training and Program Specialist), command, installation agencies and schools are key to helping Army children/youth be successful and have smooth education transitions. With these internal and external partners, the School Liaison Officer (SLO) can fulfill the responsibility to manage, coordinate and implement PIE and Youth Education Support Services (YESS). This section identifies key partners and how to work with these partners. Detailed information on the “how to” and/or strategies to establish a full range of partnerships possible through PIE is provided in the Partnerships in Education (PIE) Handbook: The Army Model.

Child and Youth Services (CYS). School Liaison Services (SLS) is a core mission of the CYS organization. As the School Liaison Officer (SLO), you now have resources and colleagues who can assist and support your efforts and who also have responsibilities in the youth education support arena. A “short list” of CYS personnel who you should know and work closely with includes:

- CYS Coordinator
- Training and Programming Specialist (TAPS)
- Youth Education Support Services (YESS) Director
- Facility Director—School-Age Services (SAS)
- Facility Director—Youth Center
- CYS Specialist—Instructional
- Outreach Services (OS) Director
- CYS Program Operations Officer
- Child and Youth Management Systems (CYMS) Technician
- CYS and County Extension 4-H Points of Contact
- CYS and Regional Director, Boys and Girls Club of America (B&GCA) Points of Contact
- Youth Volunteers/Leaders, e.g., Youth Council Chair



- Parent Advisory Council Points of Contact
- CYS Technology Specialist
- CYS Program Associate—Homework Center
- CYS Program Associate—Computer Lab

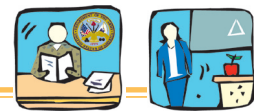
Forging partnerships with these and other “internal” partners can be beneficial in ways highlighted below.

CYS staff can support you in informing and assisting parents in the following ways:

- Referring parents to you.
- Posting information about the School Liaison Officer (SLO) and School Liaison Services (SLS), and school information, in CYS facilities.
- Disseminating information you prepare.
- Providing you with information on all CYS programs.
- Providing information about SLS in CYS materials.

In turn, **you can support your CYS colleagues** by:

- Sharing information on school curricula, programs, and issues and working to shape CYS programs that support school efforts/initiatives.
- Marketing CYS programs to schools.
- Reporting information about CYS programs in handbooks and materials you prepare for families and schools.
- Coordinating meetings with school representatives.
- Encouraging school representatives to participate in installation/CYS parent advisory board, youth council or other appropriate forums.
- Scheduling and providing tours or open houses to showcase CYS facilities and programs.
- Coordinating with schools during contingencies.
- Facilitating CYS-school transportation issues, e.g., logistics for transport of children between schools and School-Age Services (SAS).
- Facilitating home schooler access to CYS programs.
- Working with child care staff on kindergarten transitions.



Military Community. A wide array of players in the installation community can support the School Liaison Officer (SLO) in assisting families and resolving specific school issues. (A complete list of the installation network is provided in Chapter V.) However, the list of agencies that you are most likely to turn to includes:

- Installation command: policy, school-military agreements, safety, resources.
- Army Community Service (ACS):
 - “Spreading the word” to service members and unit leadership about key school concerns.
 - Speakers or training for school staff on military lifestyle and its impact on children.
 - Inclusion of important school information in ACS materials (e.g., welcome packets).
 - Dissemination of ACS and school information to incoming and outgoing military families.
 - Postings about you and School Liaison Services (SLS).
 - Assistance and advocacy for families with special needs children from ACS Exceptional Family Member Program (EFMP) Coordinator.
- Morale, Welfare, and Recreation (MWR): rental and use of installation recreational facilities by schools.
- Staff Judge Advocate (SJA): policy and law interpretations; guidance on advocacy role.
- Medical Department Activity/Medical Treatment Facility (MEDDAC/MTF): referrals to family programs run by social services; referrals for medical assessments, immunizations, social and psychological evaluations, workshops on crisis and stress management.
- Chaplain: referrals for spiritual counseling, youth activities, and youth and family programs run by Chaplain’s office.
- Provost Marshal: information on security, safety, and incidents of at-risk behaviors involving youth.
- Installation Volunteer Coordinator (IVC): recruitment of volunteers.

Civilian Community. You are likely to look to your civilian community to arrange for individuals and/or coordinate with agencies to provide the support that schools need. (A complete list of the community network is provided in Chapter V.) Because the coordination of school support is a component of the Partnerships in Education (PIE) Initiative, these relationships are discussed in the Partnerships in Education (PIE) Handbook: The Army Model. This handbook also addresses the use of civilian partners to support and expand Child and Youth Services (CYS) programs in efforts to provide the education support needed by Army children and youth.

Strategies for Success



Strategies for Success

Tips on how to effectively inform command, assist parents and work with schools are presented in the preceding sections. Briefly, to be successful requires that you:

- Establish clear definitions of your role within Child and Youth Services (CYS), the command, and the military and civilian communities.
- Be visible and accessible within military and school communities.
- Maintain ongoing communication with command, CYS staff, and schools.
- Know the issues.
- Be familiar with military regulations and structures, school policies and structure, local and state laws, and Federal regulations.
- Keep command, parents and schools informed.
- Work with the appropriate parties to coordinate efforts to address issues.

Your level of success, however, depends upon establishing the necessary skills, abilities, and resources. The following steps can help provide you with the means of successfully carrying out the responsibilities of a School Liaison Officer (SLO). These steps include:

- Building and maintaining a network in the military community.
- Building and maintaining a network in the school community.
- Gaining support from the community.
- Marketing School Liaison Services (SLS) to parents, command, community and schools.
- Maintaining key reference and resource materials.
- Ongoing professional development.
- Establishing and sustaining successful partnerships.

Each of these steps is described in the following sections.



Building Your Military Community Network

Your network of partners in the military community consists primarily of Child and Youth Services (CYS), family support agencies, installation operations and support agencies, and other key individuals and groups associated with the installation. A brief overview of your connection with each group follows. For a list of these agencies and individuals and how to locate them, see Chapter V, **Contacts and Resources**. For details on how to establish a relationship with each group, see the section on **Marketing**.

CYS. CYS is your parent organization. CYS is striving to:

- Create a seamless delivery system that provides quality and predictable services to military children/youth and families.
- Build broad-based community involvement in youth issues and programs.
- Promote positive youth development.
- Resolve barriers to smooth school transitions.
- Reduce at-risk behaviors of children and youth during out of school hours.

CYS staff are your colleagues and internal partners and offer valuable resources to accomplish the School Liaison Services (SLS) mission.

Family support agencies. A number of installation agencies have a similar mission, the welfare of military families and children/youth. These agencies can be a valuable resource and contact point for ideas to aid in addressing child/youth issues and assisting families. They have informational materials for military families and lists of contacts within their agency, units and off the installation. You will find these materials and directories useful when assisting families and schools, arranging educational training for school staff, and preparing informational materials for military families. In addition, these agencies are important partners in the Partnerships in Education (PIE) Initiative and CYS efforts to provide School Liaison Services (SLS). Be aware that these agencies may not know about the School Liaison Officer (SLO) position, and thus you may need to educate them about your job. Establish friendly and collaborative relationships in which you keep each other abreast of issues, share referrals and materials, market each other's services, coordinate services on behalf of military children and schools and promote PIE activities (e.g., provision of translated materials for parents, parent representation on installation committees, parent involvement in child education, and student recognition events).

Installation operations and support agencies. There are activities or departments on an installation—e.g., Directorate of Information Management (DOIM), Directorate of Public Works (DPW), Safety Office, Provost Marshal, Force Management, Adjutant General—that you will need



to coordinate with in addressing installation-school logistics issues. Working with these departments is essential for providing material support and other assistance to Child and Youth Services (CYS) and schools, particularly under the Partnerships in Education (PIE) Initiative (see section on **Forging Partnerships Between Military Community, Civilian Community and Schools.**)

Key individuals and groups. Expand your “go to” (or information) network by knowing other key players at an installation. These key players include but are not limited to: command spouses, Family Readiness Group (FRG) leaders, and president/chair of installation private associations and volunteer organizations. These individuals have first hand knowledge and experience with military family issues and thus can help you maintain a “pulse” on the community. In addition, they can help to advertise you, School Liaison Services (SLS), and all CYS programs to families plus they are potential SLS volunteers.

Building Your School Network

As a School Liaison Officer (SLO), you are a bridge between military families and schools. To address many school and transition issues will require coordination with various local school personnel. Your local school personnel need to know that they can turn to you for help regarding school transitions for military children and youth as well as individual military family situations. Schools need to know that you are the installation primary point of contact for SLS.

You, in turn, want to know that these school contacts are willing to help you when there is a school-related question or issue about policy, laws, and regulations. (In some cases, you may also need to identify state contacts that can provide policy, law and regulatory information pertaining to education.) If you are dealing with several school districts or a number of schools in your area, focus your energies on networking with those most heavily populated by military children/youth.

To form a relationship with local school personnel, call and set up a meeting with the school principal to introduce yourself, discuss your role in school transition and education support services, and explore how you might best be able to help one another. In this meeting, it is important for the school to identify your primary points of contact for specific matters such as individual family concerns and coordinating services such as PIE.

Another way to network with school personnel is to invite them to a reception hosted by the Garrison Commander and attended by key installation personnel. While the reception is less personal than a one-on-one meeting, it shows the level of command interest in school issues. For this reason, consider hosting a reception each year to sustain your school network.



Gaining Support from the Community

You will be better positioned to help all of your customers—command, military families, and schools—if you have established networks and partnerships and a positive professional reputation and credibility. Establishing good connections and a positive reputation in the military, school and civilian communities depends on many factors to include:

- Ability to use “school” and “military” terminology.
- Level of knowledge on school and youth-related issues.
- Ability to assist and support individuals.
- Roles and ways partners participate in Partnerships in Education (PIE) and other collaborative efforts.
- Accessibility.
- Responsiveness to issues.

It takes time to establish your reputation and credibility in a community. The strength of your connections and credibility with your partners will influence the level of support you receive.

Marketing

A School Liaison Officer’s (SLO) success depends on people knowing that you exist and what you do. Marketing is one means of making the community aware of you and will likely be the first step in building the networks you need. Marketing should focus on two groups: **customers** (i.e., command, schools, and families) who you serve directly and **contacts** who can provide resources or serve as partners in your efforts. Thus, you need to market to the following groups:

- Chain of command (installation and unit level leadership).
- School systems (each local school).
- Military families.
- Child and Youth Services (CYS).
- Installation agencies and programs.
- Community agencies.

You will need to use different marketing methods with each group, because their location and your access to them often vary. In addition, you should customize your marketing to each group, tailoring your message about what you do as appropriate and emphasizing the benefits of partnering for that particular group. Bear in mind that you should also highlight the successes of particular partnership



and PIE efforts. Your installation should have basic School Liaison Services (SLS) marketing support materials that include:

- School Liaison Officer (SLO) Handbook, Version 2.0.
- School Liaison Services (SLS) Brochure, a tool that outlines how the School Liaison Officer (SLO) provides **A-C-C-E-S-S** to services and resources to support school transitions.
- Compact disc with electronic version of brochure, for local reproduction.
- SLS logo stickers.

Chain of command. The purpose of marketing to **installation** leadership is to inform command about your role, what information you can provide about school and youth education support issues, and how you assist families and work with schools. Your marketing will largely occur in the initial face-to-face meeting with command and subsequent In Progress Reviews (IPRs), desktop briefings, Information Papers, etc.. For further information on establishing a relationship with command, see the section on **Informing and Advising Command**.

The focus of marketing efforts with **unit** leadership is two-fold, to inform leadership about: (1) your role and how you can assist families so that they can pass this information on to service members in their command and (2) how you work with schools and encourage unit and soldier participation in the Partnerships in Education (PIE) Initiative. Ways to inform command might include:

- Providing brochures and relevant Web site addresses.
- Speaking at commander briefings, senior non-commissioned officers (NCO) briefings, and commander's call.
- Sending periodic notices and updates via E-mail to unit chain of command (i.e., battalion and company commanders, S-1s, and first sergeants).
- Visiting units.
- Informing unit Family Readiness Groups (FRGs).

In addition, have the Garrison Commander talk to unit leadership, especially about PIE. With command support, you are likely to increase the level of responsiveness you get from units and unit commanders.

School systems. The purpose of marketing to school systems is to inform local schools about your role, Army Youth Education Support Services (YESS), School Liaison Services (SLS), and the Army PIE Initiative, and how you can assist in addressing certain school matters, especially those concerning military children. Initially, contact can be made by setting up introductory meetings, making visits to



tour schools, and hosting a reception at the installation. Also, making a presentation during or hosting an in-service training is another opportunity to introduce yourself to school personnel. However, it is essential to maintain ongoing contact through periodic school visits and communications by phone and/or E-mail with school principals to keep schools aware of you and your services. These efforts need to be repeated when school personnel turn over. For additional ideas on how to enhance your relationship with schools, see the section on **Interfacing, Educating and Coordinating with Local School Systems and Forging Partnerships Between the Military Community, Civilian Community and Schools**.

Remember that schools can assist you in your marketing efforts with military families by serving as an intermediary and passing on information to families. Consider:

- Providing brochures about School Liaison Services (SLS).
- Making arrangements to have a booth or table at certain school events (such as “back to school night” and “open house”) to introduce yourself to families and school personnel.
- Developing and providing informational materials on key issues (e.g., Impact Aid, School Lunch program).

Military families. Explore and use a multimedia approach to inform military families about you, SLS, Child and Youth Services (CYS) and Youth Education Support Services (YESS) initiatives. Enhance your visibility by:

- Including the SLS Brochure in the Army Community Service (ACS) Welcome Packets.
- Posting information about SLS and the School Liaison Officer (SLO) role on the installation Web site and linking your own (or CYS) Web page to the installation Web site.
- Serving as a speaker at newcomer orientations.
- Speaking at community gatherings such as mayoral meetings, town hall meetings, and community action councils.
- Addressing unit/command spouse groups (e.g., clubs, Family Readiness Groups (FRGs), unit organizational/Family Day).
- Speaking at Pre-deployment, Deployment, Family Assistance, and Levy briefings.
- Placing announcements in the installation newspaper and on the military closed-circuit TV channel.
- Providing information to schools for inclusion in local school and district level newsletters.
- Posting brochures and flyers in CYS facilities and other strategic installation locations, e.g., hospital; commissary; Thrift shop; ACS; on-post schools; Army and Air Force Exchange Service (AAFES) facilities; Morale, Welfare, and Recreation (MWR) facilities.
- Staffing a booth or table during school events attended by military parents.



Child and Youth Services (CYS). The purpose of marketing to your CYS colleagues to ensure that all clerks, program directors, custodians and program assistants can articulate the role of the School Liaison Officer (SLO), describe School Liaison Services (SLS), and understand their role in supporting SLS. More importantly, it affords you an opportunity to reinforce the fact that SLS is an integral part of CYS and you, the School Liaison Officer (SLO), are a valuable asset to their program and services delivery.

Ways to inform and market to CYS staff include:

- Personal visits/contacts with staff members.
- Presentations at staff meetings.
- Inclusion of SLS in CYS orientation and staff foundation training.
- Working special projects and events in CYS programs.
- SLS Brochure/information papers.

Installation agencies and programs. Marketing to installation agencies is designed to inform agencies about SLS, establish contacts, and garner support. You may want to target your marketing efforts more to installation family support agencies, e.g., Army Community Service (ACS), Family Advocacy Program (FAP), Exceptional Family Member Program (EFMP), etc., because they are more likely to be active partners and referral sources when working with schools and assisting families than other installation support agencies. In the latter case, you will be establishing these contacts as situations arise. Ways to inform installation agencies include:

- In-service training sessions.
- SLS Brochure.
- Participation on installation committees.
- Telephone calls/e-mails/introductory letters.
- Visits.
- Offer of support on SLS-related projects.
- Briefings.
- Attendance at agency events/activities.

A good way to reach out to other key individuals or groups, e.g., command spouses, Family Readiness Groups (FRGs), is by asking to be introduced at one of their regular gatherings. For example, senior spouses typically gather for monthly information meetings referred to as “Command and Staff Coffees,” “Information Exchange,” or something similar.



Community agencies. The purpose of marketing to community agencies is to inform them about the School Liaison Officer (SLO) function, establish contacts early, and garner support for youth education support initiatives, including Partnerships in Education (PIE), and efforts to support local schools. Ways to inform community agencies include:

- Training sessions
- School Liaison Services (SLS) Brochure
- Participation on committees
- Telephone calls/e-mails/introductory letters
- Visits
- Briefings
- Attendance at agency special events/projects.

Maintaining Key Reference and Resource Materials

Staying informed and knowledgeable about school and transition-related issues requires that you obtain, become familiar with, and maintain certain key documents. A list of these documents and where to get them is provided in Chapter V, **Contacts and Resources**. In addition to key resource data, you are also required to maintain a database on scholarship information in order to support post-secondary opportunities for military youth. Obtaining or maintaining a community resource directory is critical to providing referrals to families. (For further information, see Partnerships in Education (PIE) Handbook: The Army Model.)

Ongoing Professional Development

Serving as a School Liaison Officer (SLO), you may be carrying out responsibilities and performing functions with which you have had little prior experience. Being a School Liaison Officer (SLO) will require demonstrating skills in the following areas:

- Networking
- Communication
- Interpersonal relations and negotiating/facilitating partnerships
- Coordination
- Writing and publishing documents
- Public speaking and briefings



- Conflict resolution
- Outreach (i.e., reaching out into the community)
- Information collection and management

While you are likely to learn a lot on the job, Headquarters Department of The Army (HQDA) is committed to supporting School Liaison Officers (SLOs) through the Morale, Welfare, and Recreation (MWR) Academy professional development training courses and School Liaison Officer (SLO) tools and resources to help you do your job. These training opportunities, tools, and resources include:

- MWR Academy residential course.
- School Liaison Services/Youth Education Support Services (SLS/YESS) update training.
- Army School Liaison Officer (SLO) Handbook, Version 2.0.
- Partnership in Education (PIE) Handbook: The Army Model.
- School Liaison Officer (SLO) Web page on the Child and Youth Services (CYS) Web site (www.ArmyCYS.army.mil).
- School Liaison Officer (SLO) Forum (i.e., chat room) on the School Liaison Officer (SLO) Web page (www.ArmyCYSConnections.com).
- CYS Management Individual Development Plan (MIDP) (to be discussed with CYS Coordinator).

In addition, there are activities that you can pursue on your own. For example, consider getting training from outside sources—e.g., local university or community college, installation training like Family Advocacy Program (FAP) or Exceptional Family Member Program (EFMP) training—and networking with other School Liaison Officers (SLOs) to exchange ideas. The School Liaison Officer (SLO) Directory produced by Headquarters provides contact information to help you get in touch with other School Liaison Officers (SLO). Attending Army trainings for School Liaison Officers (SLOs) is another way to network with your peers.

Establishing and Sustaining Successful Partnerships

Building and maintaining partnerships is a critical function of a successful School Liaison Officer (SLO). The Partnerships in Education (PIE) Handbook: The Army Model talks in great detail about partnerships. Key factors for successful partnerships include but are not limited to:

- Building mutual trust and respect.
- Establishing “common ground.”



- Creating a shared vision (includes defining goals and objectives of the partnership).
- Identifying and agreeing on partner responsibilities.
- Developing an action plan.
- Accomplishing work together (i.e., collaboration).
- Maintaining open communication.
- Monitoring and documenting progress.
- Starting small and building on small successes.
- Evaluating efforts and communicating results.
- Celebrating successes.
- Creating supportive environment by getting buy-in and commitment from everyone involved and cultivating a community-military-school commitment to serving military children.

In addition, you need to keep in mind that your personal style, energy, credibility, and commitment influence the relationships you have with others!

Accomplishing the School Liaison Officer (SLO) Mission



Accomplishing the School Liaison Officer (SLO) Mission

In this chapter, you have learned about the responsibilities of the School Liaison Officer (SLO) and the ways in which to perform your job successfully. The chart below summarizes the information that has been presented about the School Liaison Officer (SLO) duties and shows how the responsibilities tie into the vision, mission, and goals.

OVERVIEW OF SCHOOL LIAISON OFFICER (SLO) FUNCTION	
<p>Vision</p> <p>“Leveling the playing field” for transitioning military children and youth</p>	
<p>Mission</p> <div style="background-color: #0056b3; color: white; padding: 10px; text-align: center;"> <p>CYS Mission</p> <p>To enhance readiness and well-being by reducing the conflict between mission and parental responsibilities</p> </div> <p>The SLS mission supports the CYS mission by:</p> <ul style="list-style-type: none"> ◆ Mobilizing and using community resources to reduce the impact of the mobile military lifestyle on military children/youth. ◆ Implementing predictable support services that assist children/youth with relocations, life transitions, and achieving academic success. ◆ Providing A-C-C-E-S-S for parents, children/youth, schools, commanders, and communities to a wide range of resources that facilitate school transitions. 	
Responsibilities	Goals
<p>Manage, coordinate, and implement SLS and function as installation subject matter expert (SME) on school-related issues by:</p> <ul style="list-style-type: none"> ✓ Staying current and having a “pulse” on youth education and transition issues in the local community ✓ Being knowledgeable about Federal and state laws; military regulations; and installation, school and community policies ✓ Obtaining information and key documents/researching matters thoroughly ✓ Maintaining open communication with command, parents, and schools ✓ Maintaining a network of contacts and resources ✓ Establishing relationships with command, schools, and military and civilian community agencies/organizations 	<p>Identify barriers to academic success and smooth transitions</p> <p>Develop solutions to barriers</p> <p>Educate local schools and communities about needs of military children and the military lifestyle</p> <p>Advocate for military families and children/youth</p>

(continued on next page)



OVERVIEW OF SCHOOL LIAISON OFFICER (SLO) FUNCTION (continued)	
Responsibilities	Goals
<p>Serve as primary advisor to Commander/command staff on youth education and school issues by:</p> <ul style="list-style-type: none"> ✓ Informing and advising command on school and youth education issues ✓ Keeping command informed of SLO/SLS activities <p>Note: Access to command to be determined by local protocol.</p>	<p>Develop solutions to barriers to academic success and smooth transition</p> <p>Advocate for military families and children/youth</p> <p>Advocate for strong partnerships between military community and local school system</p>
<p>Inform and assist military families on youth education and transition issues by:</p> <ul style="list-style-type: none"> ✓ Reaching out to families proactively ✓ Creating parent-friendly systems ✓ Ensuring schools and installation and community organizations have information on SLS services, advise parents and address transition issues ✓ Educating and advising parents on youth education support services, education process, and installation and school procedures ✓ Developing and distributing information and resource materials ✓ Supporting families ✓ Referring families to points of contacts within school and community ✓ Facilitating communication between parents and school personnel ✓ Connecting youth and encouraging youth involvement ✓ Providing post-secondary education information 	<p>Advocate for military families and children/youth</p> <p>Promote parent involvement in child/youth education</p> <p>Provide parents the tools to help overcome education obstacles</p>
<p>Interface, educate and coordinate with local schools by:</p> <ul style="list-style-type: none"> ✓ Providing training and information to school personnel ✓ Facilitating two-way communication between schools and installation ✓ Coordinating and assisting schools with establishing school activities/ programs to facilitate school transitions ✓ Coordinating the dissemination of school information to parents ✓ Arranging access to installation resources ✓ Keeping schools informed of military initiatives, procedures, contingencies, and other matters that affect schools 	<p>Educate schools on the military lifestyle and its impact on military children/youth</p> <p>Identify barriers to academic success and smooth transitions</p> <p>Develop solutions to barriers</p>
<p>Forge partnerships and collaborate with local schools, CYS internal partners, and military and civilian communities on school and transition issues by:</p> <ul style="list-style-type: none"> ✓ Using CYS, military and community resources to assist in informing parents and addressing school issues ✓ Establishing relationships for gathering and disseminating information 	<p>Promote community involvement in youth education</p> <p>Develop and coordinate Army PIE Initiative</p>

IV. GETTING STARTED AS A SCHOOL LIAISON OFFICER (SLO)



Starting a new job can be daunting. This chapter focuses on things to do to help a new School Liaison Officer (SLO) get off to a good start. Use the following checklist to help you prepare for and carry out the roles and responsibilities discussed in Chapter III:

- ☐ Log on to Army Child and Youth Services (CYS) Web sites
- ☐ Register for School Liaison Services/Youth Education Support Services (SLS/YESS) Forum
- ☐ Become familiar with Army Guidance and Policies related to School Liaison Officer (SLO) role
- ☐ Learn about the CYS organization, programs, and regulations
- ☐ Talk with other CYS staff about what they do and what the School Liaison Officer (SLO) does
- ☐ Establish CYS Coordinator expectations
- ☐ Establish leadership expectations (written protocol)
- ☐ Gather information about military children and local schools
- ☐ Learn key school policies and terminology
- ☐ Learn basic military organizations/customs/terminology
- ☐ Learn about local school and home schooling issues
- ☐ Learn about school organizational structures
- ☐ Visit and tour schools/Meet school personnel
- ☐ Build and maintain a local School Liaison Services (SLS) Web site
- ☐ Find a mentor and School Liaison Officer (SLO) peer supporter

It is vital that you complete each item in the checklist. Additional strategies to further bolster and sustain your success are provided in the section entitled **Strategies for Success** in Chapter III. A list of key contacts and reference documents is provided in Chapter V.

The Morale, Welfare and Recreation (MWR) Academy offers an SLS/YESS course that addresses much of the content in this handbook. You should attend this course within your first twelve months as a School Liaison Officer (SLO).

On the next page, you will find a copy of the “getting started” checklist. You are encouraged to remove it from the binder and use it to help you get started as a School Liaison Officer (SLO).



Getting Started As A School Liaison Officer (SLO)

Use the following checklist to help you prepare for and carry out your roles and responsibilities as a School Liaison Officer (SLO)

- ☐ Log on to Army Child and Youth Services (CYS) Web sites
- ☐ Register for School Liaison Services/Youth Education Support Services (SLS/YESS) Forum
- ☐ Become familiar with Army Guidance and Policies related to School Liaison Officer (SLO) role
- ☐ Learn about the CYS organization, programs, and regulations
- ☐ Talk with other CYS staff about what they do and what the School Liaison Officer (SLO) does
- ☐ Establish CYS Coordinator expectations
- ☐ Establish leadership expectations (written protocol)
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- ☐ Learn basic military organizations/customs/terminology
- ☐ Learn about local school and home schooling issues
- ☐ Learn about school organizational structures
- ☐ Visit and tour schools/Meet school personnel
- ☐ Build and maintain a local School Liaison Services (SLS) Web site
- ☐ Find a mentor and School Liaison Officer (SLO) peer supporter

(Excerpted from the Army School Liaison Officer Handbook, Version 2.0)



Log on to Army Child and Youth Services (CYS) Web Sites

Become familiar with the public (external) and internal CIS web sites, described in the box below

- ◆ Public Web Site <http://www.ArmyMWR.com>

Hosted on the ArmyMWR.com web site this is the corporate web site for Army Child and Youth Services (CYS). Demonstrates the professional “model for the nation” image of CIS. Targeted to the general public, but more specifically to the Morale, Welfare, and Recreation (MWR) world, community child and youth organizations, command and patrons.

- ◆ Internal CIS Web Site <http://www.ArmyCYS.army.mil>

The professional CIS web site for Program Information Papers, Forms, Individual Development Plans (IDPs) and Question and Answers (Q&As). Targeted to CIS Staff.

Although the internal CIS web site will probably be of greater use to you professionally, the public CIS web site is the one to which you will refer Army families, school personnel, community agencies command, etc. Therefore, it is critical that you be knowledgeable about both of these web sites.

Register for School Liaison Services/Youth Education Support Services (SLS/YESS) Forum

The first step is to log into www.ArmyCYSConnections.com and click on “SLO/YESS Forums.” You log in with your user name (which is your first name and last name, with space between them, e.g., Jane Doe). Your initial password is your first name (e.g., Jane). There are instructions in the forum introduction that will help you change your password. We highly recommend you change your password. Now you are ready to talk to your fellow School Liaison Officers (SLOs) across the Army!

To be added to a forum, you need to register and be incorporated into the Child and Youth Services (CYS) data base. First, visit www.ArmyMWR.com/mwr/cys/cys_web_front.htm. Then, scroll down and find the forum registration button, which will allow you to complete the registration. The information you enter will be forwarded automatically to Community and Family Support Center - CIS, which will, in turn, generate an invitation list to the appropriate forum. To ensure that all individuals who register for the forums belong there, CIS will confirm you eligibility with your major Army command (MACOM) before issuing your invitation.



Become Familiar with Army Guidance and Policies Related to School Liaison Officer (SLO) Role

It is essential that you are thoroughly familiar with the Army guidance on the School Liaison Officer (SLO) role. The Key guidance includes, but is not limited to, the following documents:

- Army School Liaison Officer (SLO) Handbook, Version 2.0
- Partnerships in Education (PIE) Handbook: The Army Model
- School Liaison Services (SLS) Implementation Guidance
- Child and Youth Services (CYS) Liaison, Education, and Outreach Services (CLEOS) Position Descriptions
- Policy memoranda, Letters of Instruction (LOI), Army regulations (ARs) (600-8-101, 608-10, 215-1)
- Installation Youth Evaluation Tool (IYET)–IYET SLS criteria items
- CYS Baseline Standards and Gumball Assessment Tool

In addition, it is important to become familiar with key Army initiatives materials, and resources that support child/youth education and transition, to include:

- Army Education Summit outcomes
- U.S. Army Secondary Education Transition Study (SETS) Report, Executive Summary, Parent Handbook, “Chart Your Course,” and Academic Passport
- SETS Memorandum of Agreement (MOA) Best Practices and Guiding Principles
- Transitioning Your Child checklist (on CYS Web site)
- Youth Education Activity (YEA) Working Group
- Installation Child and Youth Services (CYS) 5-Year Plan
- U.S. Army CYS Mobilization and Contingency (MAC) Plan
- Army SETS Implementation Project

Reading Army policies related to education, CYS and other installation family support agencies is also important for working effectively with families and military agencies. A list of key policy documents and operational guidance is provided in Chapter V, **Contacts and Resources**. Copies of these policies are provided in the School Liaison Officer (SLO) course. Many of these materials are provided on the CYS web page.



Learn about Child and Youth Services (CYS) Organization, Programs, and Regulations

See pages II-4 to II-5 and V-10 to V-11

Talk with Other Child and Youth Services (CYS) Staff about What They Do and What School Liaison Officer (SLO) Does

The School Liaison Services (SLS) function is new to the CYS organization as of July 2000. As a member of the CYS team, you will be assisting other program managers and staff to meet their goals and vice versa. Thus, it is essential to talk with your colleagues about your role and what you do. As part of this discussion, explore and determine ways in which you can support each other, especially for managing SLS and implementing Partnerships in Education (PIE) initiatives.

Establish Child and Youth Services (CYS) Coordinator Expectations

See page III-2

Establish Leadership Expectations

See page III-2



Gather Information about Military Children and Local Schools

Gather data on the size and characteristics of the military families and children you serve. You may find that your predecessor has this information in the School Liaison Officer (SLO) files. If this information is not already in the files or is outdated, consult the installation Child and Youth Services (CYS) Outreach Services (OS) Director or Program Operations Officer, Force Management, the Personnel Support Division, or the assignment office to get information on:

- Number and ages of the school-age children assigned to the installation
- Number of school-age children living on post and off post
- Number of school-age military children attending each local school
- Number of school-age children enrolled in Exceptional Family Member Program (EFMP)
- Anticipated number of incoming and outgoing children during next rotation cycle
- Number of children participating in CYS programs

It is important to have basic information about schools military children attend. Thus, obtain the following information on local school system(s):

- Number of school districts served
- Number of schools in each district
- Types of schools in each service area, e.g., Department of Defense Dependent Schools (DoDDS), Department of Defense Elementary and Secondary Schools (DDESS), public, private, charter
- Percent of military children in each local school
- Relevant information on Impact Aid allocation in local schools
- Key school personnel, e.g., Superintendents, Administration Officer, Program Operations Officer

This information should be documented in the Installation Child and Youth Services (CYS) 5-Year Plan and used in overall CYS program planning.



Learn Key School Policies and Terminology

Obtain copies of pertinent school policy documents and gain a basic familiarity with their contents. Ensure you have the most recent versions of these documents. A list of key documents is provided in Chapter V.

Read school newsletters, newspapers, and Web sites to become familiar with the issues and the “lingo” used by school systems. People will find you more credible and will be more receptive if you can “speak their language.”

Learn Basic Military Organization/Customs/Terminology

If you come to the job without prior exposure to the military, it is imperative that you quickly become acquainted with the basics. An ideal way to get oriented is to take Level I Army Family Team Building (AFTB) classes. This is free instruction aimed at family members but typically open to all. AFTB will provide you with the fundamentals, beyond terminology, that will enhance your ability to work with and for the military. Army Community Service (ACS) can tell you how to get into AFTB Level I classes. Additionally, review key military documents cited in Chapter V, **Contacts and Resources**.

Learn Local School and Home Schooling Issues

Depending on your location and prior work experiences, it is not always easy to “get up to speed.” To get up-to-speed quickly:

- Actively seek out information about local school issues by:
 - Reading local school/school district newsletters.
 - Reading local newspapers.
 - Watching local cable and Public Broadcasting Services channels.
 - “Surfing” local school Web pages.
- Talk with parents and family service agency persons who may be knowledgeable about school issues. People will appreciate your interest, and you will be the wiser for it.
- Watch for opportunities to attend public forums, e.g., town hall meetings and Parent-Teacher-Student Association/Parent-Teacher-Student Organization (PTSA/PTSO) meetings.



Although the number of families home schooling their children may be small at your installation, across the Army this group of families is sizeable. These families face unique challenges and barriers that could benefit from School Liaison Services (SLS). To better understand home schooling issues, policies and legislation, seek information from local school district, the Internet, and home school support and advocacy groups (e.g., www.homeschoolcentral.com).

Learn School Organizational Structures

If you come to the job without experience working with schools, it is imperative that you quickly become acquainted with the structure of the public, private and Department of Defense Dependents' Schools (DoDDS) systems. This includes identifying the "chain of command" and councils. While an overview of defense and public school structures is provided at the School Liaison Officer (SLO) course, you may need to seek additional information. Contact your State Board of Education because systems can vary across states. Another way to get oriented is to take Army Family Team Building (AFTB) Module 1.08 (Supporting Your Child's Education). Army Community Service (ACS) can tell you how to get into AFTB classes.

Visit and Tour Schools/Meet School Personnel

Demonstrate your interest in forging relationships with schools by meeting school principals early in your tenure as the School Liaison Officer (SLO). While touring the schools, take advantage of opportunities to introduce yourself to teachers, guidance/attendance counselors, and other school personnel. Having business cards or brochures with you while you are touring the schools and meeting people can enhance your credibility and gives you a jump start on marketing. For further information about marketing and ways to build a network in both the school and military communities, see the section on **Strategies for Success** in Chapter III.

Build and Maintain a Local School Liaison Services (SLS) Web Site

Creating a Web site is important for a number of reasons. First, the Web site serves as a marketing tool. The Web site is also a mechanism for disseminating information to parents. For these reasons, we encourage you to make your SLS Web site easily accessible and highly visible. You can do this by developing your own section of the Child and Youth Services (CYS) Web site at your installation as well as establishing links from your Web page to both the installation and school Web sites. In addition, coordinate with Army Community Service (ACS) to ensure Standard Installation Topic Exchange



Service (SITES) links to school Web sites in your area as well as to your Web page. By using these technologies and coordinated efforts, you will create a “parent-friendly system.”

Find a Mentor and School Liaison Officer (SLO) Peer Supporter

Remember that many School Liaison Officers (SLOs) around the globe face the same challenges you do. Use the School Liaison Officer (SLO) Forum on the Child and Youth Services (CYS) Web site (CYSconnections.com) to talk and network with other School Liaison Officers (SLOs) who may face similar challenges to your own. Using the Forum will allow you to identify more seasoned School Liaison Officers (SLOs) who can mentor you as well as less seasoned School Liaison Officers (SLOs) who can offer you peer support. The Forum requires a password and registration.

To learn how to register, see the section in Chapter IV entitled Register for School Liaison Services/Youth Education Services (SLS/YESS) Forum.

The School Liaison Officer (SLO) update trainings offer additional opportunities to connect with your fellow School Liaison Officers (SLOs).

V. CONTACTS AND RESOURCES



As a School Liaison Officer (SLO), it is important to develop and maintain a diverse network in the military and school communities. (For information on how to network and work with these communities, see Chapter III, **Roles and Responsibilities**. For information on how to work with these agencies under the Partnerships in Education (PIE) Initiative, see the Partnerships in Education (PIE) Handbook: The Army Model.) This chapter identifies:

- Key contacts (personnel you should know on the installation, in the school system, and in the civilian community).
- Key resources (directories; legislation, regulations, and policy documents; and related materials you should have).
- Key Web sites (Internet resources you may want to access).

Key Contacts

There are individuals and agencies on the installation and in school and civilian communities that you will either be working with directly or from whom you will seek assistance. Get to know the individuals and agencies listed to establish your network. These lists are fairly comprehensive, but not exhaustive.

Installation Contacts

Your installation network consists of command, Child and Youth Services (CYS) staff, family support agencies, installation operations and support agencies, and other key individuals and groups associated with the installation. Information on how to contact these individuals can be found in an installation directory (see next section on **Key Resources**). The key contacts include, but are not limited to, the following:

Command

- Installation Commander
- Garrison Commander
- Deputy Garrison Commander
- Garrison Command Sergeant Major
- Military unit commanders (Brigade, Battalion, Company)
- Unit Financial Non-commissioned Officers (NCOs)
- Reserve unit commanders



- National Guard unit commanders
- Director of Community Activities (DCA)

Child and Youth Services (CYS)

- CYS Coordinator
- Training and Programming Specialist (TAPS)
- Youth Education Support Services (YESS) Director
- Facility Director—School-Age Services (SAS)
- Facility Director—Youth Center
- CYS Specialist—Instructional
- Outreach Services (OS) Director
- CYS Program Operations Officer
- Child and Youth Management Systems (CYMS) Technician
- CYS and County Extension 4-H Points of Contact
- CYS and Regional Director, Boys and Girls Club of America (B&GCA) Points of Contact
- Youth Volunteers/Leaders, e.g., Youth Council Chair
- Parent Advisory Council
- CYS Technology Specialist
- CYS Program Associate—Homework Center
- CYS Program Associate—Computer Lab

Family Support Agencies

- Army Community Service (ACS)
- ACS Family Advocacy Program (FAP)
- ACS Relocation Program (RAP)
- ACS Exceptional Family Member Program (EFMP)
- ACS Unit Services Coordinators (USCs)
- Army Continuing Education System (ACES)
- Army Family Action Plan (AFAP)



- Army Family Team Building (AFTB)
- Army Substance Abuse Program (ASAP)
- Chaplain Family Life Program
- Installation Volunteer Coordinator (IVC)
- Medical Department Exceptional Family Member Program (EFMP)
- Mental Health Services
- Social Work Services
- Reserve Component Family Program/Area Support Coordinator

Installation Operations and Support Agencies

- Army and Air Force Exchange Services (AAFES) – [support of Partnerships in Education \(PIE\)](#)
- Advisory Councils
- Better Opportunities for Single Soldiers (BOSS)
- Civilian Misconduct Authority (OCONUS only) – [disciplinary actions](#)
- Club system – [banquet facility rental](#)
- Defense Commissary Agency (DECA) – [support of Partnerships in Education \(PIE\)](#)
- Directorate of Information Management (DOIM) – [computer hardware, software, connectivity, infrastructure](#)
- Directorate of Public Works (DPW) – [facility construction, repair and maintenance](#)
- Equal Opportunity/Equal Employment Opportunity (EO/EEEO)
- Federal agencies co-located on installation, where applicable
- Fire Department
- Housing Office
- In- and Out-processing Center/ “One Stop” Center
- Staff Judge Advocate (SJA) – [legal advice](#)
- Juvenile Misconduct Review Board (in Continental United States) – [disciplinary actions](#)
- Library
- Medical Department Activity (MEDDAC)



- Military Police (MP) and Provost Marshal Office (PMO) – [security and prevention education programs](#)
- Morale, Welfare, and Recreation (MWR) – [recreational facility rental](#) (may need to contact each facility directly when arranging rental of a specific facility)
- Motor Pool (TMP) – [transportation](#)
- Personnel Support Division (PSD) – [information on relocating personnel](#)
- Public Affairs Office (PAO) – [installation newspaper and communications](#)
- Safety Office

Key individuals and groups

- Command spouses
- Family Readiness Group (FRG) (units may have one or more FRGs)
- Family members
- Retirees
- Students/Youth Councils
- Veterans

School Contacts

Get to know school personnel who are in a position to assist in solving education and transition issues. Because specific titles and responsibilities vary from state to state and from district to district, offices are listed below. Information on how to contact these individuals can be found in a school directory (see **Key Resources**) or obtained on the state's education agency Web page. The key contacts are not limited to, but include the following:

State Level

- Superintendent of schools
- State Department of Education
- State Board of Education
- Commissioner, Office of the Governor



District Level

- Superintendent
- Curricula (elementary and secondary education)
- Transportation
- Gifted and Talented Education
- Special Education
- Testing and Evaluation
- Health Services (immunization and medical records)
- Occupational and Physical Therapy
- Social Services (includes school lunch program)
- Public Information
- School-home partnership (Department of Defense Dependent Schools initiative)
- School Board
- Parent-Teacher-Student Association/Parent-Teacher-Student Organization (PTSA/PTSO)
- Volunteer Programs
- Business Partnerships
- Community Outreach

School Level

- School Improvement Committee
- School advisory committee(s)
- Principal and assistant principals
- School secretaries (registration, attendance, student records)
- Guidance counselors and school psychologists
- Social worker
- Parent liaison (public school assistance and outreach to families)
- School nurse or health aide
- Teachers



- Special Education team members
- Junior Reserve Officer Training Corps (JROTC)
- Parent-Teacher-Student Association/Parent-Teacher-Student Organization (PTSA/PTSO)
- Local education agencies (LEAs)

Civilian Contacts

As indicated in the section on **Forging Partnerships between Military Community, Civilian Community and Schools** (Chapter III), you will be working with agencies outside the gate to get the greater community involved in education and to support schools. The list of agencies is not limited to, but includes:

- Boys and Girls Club of America (B&GCA)
- 4-H/County Extension Service
- American Red Cross
- Banks and credit unions
- Businesses and corporations
- Chamber of Commerce
- Colleges and universities
- Cultural groups
- Food banks
- Foundations
- Hospitals
- Job training centers
- Law enforcement agencies
- Libraries
- Museums
- Nursing homes
- Parks
- Performing arts organizations
- Private organizations



- Retiree organizations
- Shelters
- Veterans organizations
- Vocational schools
- Volunteer agencies
- Young Men's Christian Association/Young Women's Christian Association (YMCA/YWCA)
- Youth groups

Key Resources

To address many school issues, you will need to know about key policies and legislation. This section covers the key resources for School Liaison Officers (SLOs) in the following areas:

- Resource directories
- Legislation, regulations, and policy documents
- Other resource materials

Resource Directories

There are many directories available that will provide you with the names and telephone numbers of individuals and agencies you may need to contact. A list of key directories follows.

Installation directories. An installation book containing general information about the installation and units, contacts, and other information can be obtained from Army Community Service (ACS) or Welcome Center. For further assistance in locating installation individuals and agencies, contact ACS or call the installation locator.

School Liaison Officer (SLO) directory. A School Liaison Officer (SLO) directory with names and contact information is available on the Child and Youth Services (CYS) Web site at www.armycys.army.mil, "CYS School Liaison Services."

School directories. Contact the superintendent's office (specifically the superintendent's administrative assistant) to obtain a directory of school district offices. You will need to contact each district to obtain a directory for that district. Similarly, each school probably will have its own directory. A directory for the Department of Defense schools can be found on the Department of Defense Education Activity (DoDEA) Web site (see the section on **Web sites**) later in this chapter.



Community service agency directories. Information on community service agencies can be obtained from Army Community Service (ACS), county government offices or the Chamber of Commerce. These agencies are also listed in the telephone book.

Legislation, Regulations, and Policy Documents

The following is a list of key legislation, regulations, and policy documents that School Liaison Officers (SLOs) should have access to or find in the School Liaison Officer/Child and Youth Services (SLO/CYS) resource library.

Federal Government

- Department of Education regulations and educational goals (see Department of Education Web site at www.ed.gov)
- Individuals with Disabilities Education Act (IDEA) (see legislation section under the Department of Education Web site at www.ed.gov)
- Americans with Disabilities Act (ADA)
- Executive Order 12999, "Educational Technology: Ensuring Opportunity for All Children in the Next Century," April 17, 1996 (transfer of excess and surplus Federal computer equipment to classrooms)
- P.L. 103-382, Section 8001-8014, "Title VIII-Impact Aid," Edmonson, Robert, "The Basics of Impact Aid (fifth edition)," including amendments adopted through December 1, 1997
- Federal Register Notices, Vol. 64, No. 63, "Department of Agriculture, Food and Nutrition Service, Child Nutrition Programs-Income Eligibility Guidelines," April 2, 1999
- P.L. 105-336, "School Programs: Implementation of Public Law 105-336 (SP 99-2)," December 3, 1998
- P.L. 105-336, "Limited Disclosure of Children's Free and Reduced Price Meal or Free Milk Eligibility Information (SP 99-3)," (CACFP 99-2), December 7, 1998
- Title 20 United States Code, Sections 921-932, "Overseas Defense Dependents' Education," January 26, 1998
- P.L. 106-65, Section 584, "Support for Child Care Services and Youth Program Services for Dependents," (Fiscal Year 2000)



- P.L. 106-65, Section 584, Subsections 1798 and 1799, "Designation of Pilot Sites for Legislative Initiatives," (Fiscal Year 2000)
- P.L. 104-106, Section 1785, "Youth Sponsorship Program," February 10, 1996

Department of Defense

Department of Defense regulations and policies can be found at www.dtic.mil/whs/directives.

- DoD Memorandum, "Community Sharing of Department of Defense Facilities," March 17, 1998
- DoD Directive 1015.5, "DoD Student Meal Program," October 11, 1983
- DoD Directive 1342.6, "Department of Defense Dependents Schools (DoDDS)," October 13, 1992
- DoD Manual 1342.6-M, "Administrative and Logistic Responsibilities for DoD Dependents Schools," August 11, 1995
- DoD Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents in Overseas Areas," March 12, 1996 (amended October 8, 1998)
- DoD Directive 1342.13, "Eligibility Requirements for Education of Minor Dependents in Overseas Areas," July 8, 1982 (amended July 29, 1992)
- DoD Directive 1342.16, "Provision of Free Public Education for Eligible Dependent Children Pursuant to Section 6, Public Law 81-874, as Amended," October 16, 1987 (amended August 5, 1994)
- DoD Instruction 1342.18, "Criteria and Procedures for Providing Assistance to Local Educational Agencies (LEAs)," June 3, 1991
- DoD Instruction 1342.21, "Department of Defense Section 6 Schools," October 13, 1992
- DoD Instruction 1342.26, "Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS)," March 4, 1997 (and 2002 amendment on local hire and part-time NAF personnel)
- DoDEA Regulation 2050.9, "Department of Defense Education Activity Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998



U.S. Army

Department of Army regulations and policies can be found at Army Publishing Agency at www.usapa.army.mil.

- AR 215-1, "MWR Activities", October 19, 1999
- AR 360-61, "Army Community Relations," January 15, 1987
- AR 600-8-101, "In and Out Personnel Processing and Mobilization Processing," revision expected release Summer 2002
- AR 600-20, "Army Command Policy," July 15, 1999
- AR 608-1, "Army Community Service Center," August 31, 2000
- AR 608-10, "Child Development Services," July 15, 1997
- AR 608-18, "Army Family Advocacy Program," September 1, 1995
- AR 608-75, "Exceptional Family Member Program," April 28, 2000
- DA PAM 600-47, "Guide to Establishing Family Support Groups," August 16, 1993
- Memorandum of Instruction (MOI) for Army Community Well-Being Laboratory Programs, April 2002
- Memorandum, "Child and Youth Services (CYS) Organizational Structure," July 17, 2000
- Joint Secretary of The Army/Chief of Staff of The Army (SA/CSA) Memorandum, "America Goes Back to School," September 1, 1998 (includes policy statement and announcement of Volunteer Service Medal)
- Joint SA/CSA Memorandum, "America Goes Back to School Week," September 5, 1997 (includes policy statement on volunteering in schools)
- Military Personnel (MILPER) Message 01-135, TAPC-EPC-0, "Stabilization for Soldiers - High School Seniors," April 2000
- U.S. Army Child and Youth Mobilization and Contingency (MAC) Plan
- Memorandum, "Out of School Child Supervision Requirement for Elementary and Middle School Children and Youth during Parental Duty Hours," July 11, 2000
- Memorandum, "Medical Statements for Participants in Army-Sponsored Team Sports for Children and Youth," May 6, 2002
- Memorandum, "Certification for Installation Youth Services (YS) Programs," April 2002
- Memorandum, "4-H Clubs in Army Child and Youth Services (CYS) Programs," April 12, 2002



- Memorandum, "Child and Youth Services (CYS) Open Recreation," July 13, 2000
- Memorandum, "Designation of Pilot Sites for Legislative Initiative Test," April 21, 2000
- Memorandum, "Army Youth Sponsorship Relocation Grants," annual release
- Memorandum Child and Youth Services (CYS) Program Support Materials, July 2002 ongoing
- Memorandum Partnerships in Education (PIE) Handbook: The Army Model, to be released
- Memorandum, School Liaison Services (SLS) Implementation Guidance, July 2002

State government

- State education regulations and policies
- State curricula requirements
- State education standards
- Policy on child abuse and neglect
- Home schooling guidelines
- School of choice policy

Local school districts and schools

- Policy and procedures on school violence, discipline, disruptive behavior, etc.
- Enrollment and registration requirements
- Redistricting guidelines
- Parent-teacher conference policy
- District home schooling guidelines
- School of choice policy

Installation

- Discipline policies and procedures
- Security policies
- Policy and procedures on use of installation facilities
- Home alone policy



Other Resource Materials

The following is a list of reference and resource materials that School Liaison Officers (SLOs) will find useful.

Department of Education

- Minicatalog of free publications
- Satellite Town Meetings (English and Spanish)
- Videotapes of Satellite Town Meetings
- 1-800-USA-LEARN
- National Library of Education
- Community Update Newsletter
- EDInfo Electronic Newsletter

Local school districts and schools

- School calendars
- Student/faculty handbooks
- School results on standardized test scores

Community

- List of community recreation programs
- List of summer programs
- Job hot line for youth

Installation

- Military calendars
- Demographics
- Welcome packet
- Installation Fact Sheet



Key Web Sites

Below is a list of Web sites that can provide useful information in addressing issues in your community and will be of interest to School Liaison Officers (SLOs) and military families. This list does not constitute an endorsement by the Department of The Army. Keep in mind that many associations and organizations have state-level offices that may be more useful. Consider publicizing some of these Web sites to military families, along with your installation Web site and/or your School Liaison Services/Child and Youth Services (SLS/CYS) Web site. For more information and the latest updates, check the SLS and Youth Education Support Services (YESS) sections of the CYS Web site at www.armycys.army.mil.

Schools

- American Association of School Administrators: www.aasa.org
- American School Counselor Associations: www.schoolcounselor.org
- American School Directory: www.asd.com
- Council of Chief State School Officers: www.ccsso.org
- K-12 Schools/Districts on the Web: www.tenet.edu/education/main.html
- National Association of Elementary School Principals: www.naesp.org
- National Association of Federally Impacted Schools: www.sso.org/nafis/
- National Association of School Psychologists: www.naspweb.org
- National Association of State Boards of Education: www.nasbe.org
- National Middle School Association: www.nmsa.org
- National School Boards Association: www.nsba.org

Federal and State Government

- Department of Defense Education Activity: www.odedodea.edu
- Department of Education: www.ed.gov
- Education Commission of the States: www.ecs.org
- Military Family Resource Center: www.mfrc.calib.com
- National Center for Education Statistics: www.nces.ed.gov



Private Organizations

- Homeschool Central: www.homeschoolcentral.com
- Learning First Alliance: www.learningfirst.org
- Military Child Education Coalition (MCEC): www.militarychild.org
- Military Impacted Schools Association (MISA): www.esu3.org/districts/bellevue/misa/organiz.html
- National Association for College Admission Counseling: www.nacac.com/index.html
- National Association of Education of Young Children (NAEYC): www.naeyc.org
- National Association of Partners in Education (NAPE): www.napehq.org
- National Foundation for the Improvement of Education: www.nfie.org
- National Military Family Association (NMFA): www.nmfa.org
- Association for Supervision & Curriculum Development: www.ascd.org
- Association of the U.S. Army (AUSA): www.ausa.org

Resources for Military Families

- Army Family Liaison Office (FLO): www.hqda.army.mil/acsim/family/family.htm
- Dads At A Distance: www.daads.com
- Military Brats Online: www.militarybrats.com
- Military City: www.militarycity.com
- Overseas Brats: www.overseasbrats.com
- Standard Installation Topic Exchange Service (SITES): www.dmdc.osd.mil/sites
- Student Alliance: www.studentalliance.org
- National Parent-Teacher Association (PTA): www.pta.org
- Partnership for Family Involvement in Education (PFIE): www.pfie.ed.gov



Resources for Special Needs

- Special Needs Network: www.mfrc.calib.com/snn/
- Council for Exceptional Children: www.cec.sped.org
- LD Online: www.ldonline.org
- National Association of Private Schools for Exceptional Children: www.napsec.com
- National Information Center for Children and Youth with Disabilities: www.nichcy.org

VI. SELF-ASSESSMENT



This chapter describes a process and provides tools for School Liaison Officers (SLOs) to assess and reflect on their performance. The chapter asks two questions:

- How am I doing?
- What do I do next?

The first section will help School Liaison Officers (SLOs) examine the services provided and the quality of services. The second section identifies steps for addressing performance issues. The School Liaison Officer (SLO) should conduct this informal self-assessment as part of their annual performance evaluation.

How Am I Doing?

The checklist, Part A, is designed as a quick tool to assess level of compliance in primary School Liaison Officer (SLO) areas of responsibility. The checklist is for your use only. Review the checklist to see how many activities you performed in the past year.

It is important to think not only about what you have done, but also about how well you have done it. The questions in Part B are designed to help you assess your effectiveness.

Although the self-assessment tools are designed for your own assessment of your accomplishments and program status, they can also help you:

- Complete the School Liaison Services (SLS) portion of the Installation Child and Youth Evaluation Tool (ICYET)
- Articulate compliance status with SLS standards to local and regional inspection teams
- Provide input to the Child and Youth Services (CYS) “Gumball” Tool



Self-Assessment for School Liaison Officers (SLOs) Part A: Identifying Activities Performed

Within the past year, have I....

Informed and advised command by:

- ☐ Educating command on School Liaison Officer (SLO) role, and determining with command, which school issues I am expected to handle (may only be necessary during the first year of Garrison Commander's tour at the installation)
- ☐ Keeping command informed on school and youth education (including transition) issues and military-school collaborations
- ☐ Providing current and comprehensive information needed by command
- ☐ Keeping command informed of my activities/initiatives

Informed and assisted families by:

- ☐ Making written materials about the School Liaison Officer (SLO) role, School Liaison Services (SLS), and contact information available to military families using a multimedia approach (including Web site, local, and installation newspaper, and Welcome Packet) and the assistance of others, e.g., including units and agencies such as Child and Youth Services (CYS) and Army Community Service (ACS).
- ☐ Developing and disseminating information on school topics, transition issues, and youth education support services to educate military families
- ☐ Working to increase families' access to information and services
- ☐ Identifying ways for parents to ease the school and education transitions of children/youth
- ☐ Advocating for families to help resolve specific school-related problems and address transition issues
- ☐ Informing command and school representatives about parent and youth concerns related to school(s) and transitions

Interfaced, educated and coordinated with local school systems by:

- ☐ Educating school personnel on School Liaison Officer (SLO) role, Army Youth Education Support Services (YESS), the military lifestyle, and education and transition issues of concern to military families with school-age children
- ☐ Maintaining two-way communication with school personnel
- ☐ Identifying information that schools and I should disseminate to military families
- ☐ Facilitating development and implementation of a Local Action Plan (school transitions) using SETS Promising and Best Practices
- ☐ Working with command, parents, and other installation agencies to address school and transition issues

Forged partnerships between military community, civilian community and schools by:

- ☐ Providing oversight of the installation Partnerships in Education (PIE) Initiative
- ☐ Working with other installation agencies to coordinate youth education support services
- ☐ Establishing community relationships to obtain support and assistance for local schools and involvement in youth education support services



Self-Assessment for School Liaison Officers (SLOs) Part B: Examining How Well Activities Are Performed

- Does command clearly understand your role?
- Does the Child and Youth Services (CYS) Coordinator clearly understand your role?
- How well informed is command about school and youth education support issues?
- How well are you able to provide accurate and up-to-date information to command, parents and schools?
- How easy or difficult is it for you to obtain information that you need?
- What opportunities exist to communicate the military community's concerns to the school system? (e.g., individual meetings, committees, command communication, etc.)
- Are you satisfied with the working relationship you have with command and schools?
- How often do you communicate with command and school representatives? To what extent is the communication effective for addressing issues?
- How well informed are you about parent and school concerns?
- How many parents and schools know who you are?
- How many incoming and outgoing military families received information on school and transition issues?
- How well are you able to respond to parent inquiries?
- To what extent do command, parents, and schools call upon you for assistance?
- In what ways have you been able to assist parents and schools? How easy or difficult has it been to get support from others?
- In what ways have you collaborated with others? How effective have these efforts been?
- How confident are you in dealing with the issues you face?
- What feedback, if any, have you received? What feedback has command received about you?
- What information did you gain to help you do your job better? (e.g., read a book, attend a conference, etc.)
- What did you learn about CYS services and School Liaison Services (SLS)? How did you use this knowledge to augment the School Liaison Officer (SLO) mission?



Asking yourself these questions will provide clues about what is working and not working. The next section talks about what you can do if things are not working, but might be a good idea to look at even if things are going well.

What Do I Do Next?

Each year, it is important to conduct a self-assessment. Based on your assessment of how well you are doing, you will need to consider what changes, if any, you need to make. To increase your effectiveness, you may need to take one or more of the following steps:

- Check yourself (i.e., behaviors, attitudes, etc.)
- Obtain and review key document(s), especially policies, legislation, program directories. (See Chapter V for a list of key documents)
- Update the information and databases you have
- Identify and contact individuals to expand your network (See Chapter V for a list of individuals you should know)
- Modify the frequency and/or methods of how you communicate with command, parents, and schools
- Find different ways to learn about and monitor parent and community issues
- Review the accuracy and appropriateness of the message(s) in materials (e.g., information sheets, information papers) you developed and use
- Alter the type of information you provide to command, schools, and parents, as well as how and when you provide this information.
- Shift the amount of time you spend on certain activities
- Get training in a skill deficit area
- Meet your Individual Development Plan (IDP) requirements for professional development

For ideas on how to do these things, consult Chapters III, IV, and V of this handbook. In addition, contact other School Liaison Officers (SLOs) directly on the Child and Youth Services (CYS) School Liaison Officer (SLO) Forum (www.ArmyCYSconnections.com) and attend School Liaison Officer (SLO) update training.



This index indicates the pages on which baseline School Liaison Services (see chart on page II-5) are discussed in this handbook.

School Transition Support Services: II-5, II-6, II-7, II-8, III-1, III-4 to III-7, III-8 to III-9, III-18 to III-20, III-21, III-23 to III-30, III-32 to III-33, III-47 to III-48, IV-3, IV-4, VI-2 to VI-3

Post Secondary Preparation Opportunities: II-5, III-16, III-33, III-44, III-48, V-13

Home School Linkages: II-5, II-9, III-11 to III-14, III-18 to III-20, IV-7, V-8, V-11, V-14

Partnerships in Education (PIE) Initiatives: II-5, II-6, II-9, III-5, III-16, III-23 to III-30, III-32 to III-36, III-38, III-39, III-40 to III-44, III-45 to III-46, III-47 to III-48, IV-4, IV-5, V-1, V-11, V-14, VI-2

Installation/School Communications: II-5, II-6, II-8, II-9, III-1, III-2 to III-3, III-4 to III-7, III-8 to III-22, III-23 to III-30, III-32 to III-33, III-39, III-41 to III-42, III-48, IV-6, IV-7, IV-8, V-4 to V-6, V-7, V-11, V-12, VI-2 to VI-3

